

The effective research of front two handed pass in College Volleyball

Wenjie Fan

Jiangxi Vocational Technical College of Industry & Trade, Nanchang, China

Keywords: volleyball, forward pass, effective, teaching strategy

Abstract: This paper mainly discusses the application of effective teaching strategies in College Volleyball Front handball teaching, starting from the summary of Volleyball Front handball teaching experience, combined with effective teaching theory, puts forward the application of effective teaching strategies in College Volleyball Front handball teaching, Volleyball Front handball teaching strategies. Through the teaching experiment method, this paper tests the effect of effective teaching strategies in College Volleyball Front handball teaching. The experimental results show that the use of effective teaching strategies can significantly improve the teaching effect, and the series of heavy ball buffer autobiography is a more effective teaching method.

1. Research purpose

Volleyball is a very popular sport in Colleges and universities, especially for girls, because it is difficult to master volleyball technology, its popularity rate is gradually declining, among which volleyball passing technology is the most difficult for students to master, and it is also the main reason why students think volleyball technology is more difficult. The survey shows that volleyball project ranks lower in students' favorite physical education courses Students think that volleyball technology is difficult, the main reason is that the effective teaching theory is to examine and present the invalid or inefficient behaviors in college volleyball teaching, explore and develop effective teaching strategies of College Volleyball system teaching, provide theoretical reference for the reform of volleyball passing teaching in Colleges and universities, and provide reference for the technical teaching of other sports events The adaptability of college volleyball and the teaching effect of face-to-face cooperation can achieve the established teaching goal, which is conducive to students' mastering volleyball technology in volleyball teaching, enhancing students' motivation and interest in participating in volleyball, and promoting the healthy development of College Volleyball education.

2. Research methods

2.1 Literature method

In order to understand the general situation and the latest research progress of the research topic, we can also search and download the relevant video materials of volleyball passing teaching on the Internet, observe repeatedly and understand the details of volleyball technology transfer Learn from the advanced volleyball teaching methods, to provide a reference for research.

2.2. Logical analysis

In the research, the logical methods such as deduction, induction, analysis and synthesis are used to analyze and summarize the teaching process of the two teaching methods of college volleyball, and find out the teaching rules of the two teaching methods, so as to lay a foundation for the research.

2.3 Teaching experiment method

2.3.1 Experimental water tank

In this paper, a university volleyball class 2015 students in Jiangxi Province as the experimental

object, there are 35 students in the experimental class, including 7 males and 28 females, 35 students in the control class, including 19 males and 16 females.

2.3.2 Experimental process

After the special class, we tested the students' ability with two hands once a week for each class. The experimental class adopts effective teaching strategies, first of all, the target strategy, which mainly focuses on buffer learning, decomposes the overall goal into several small goals, and then gradually learns another small goal on the basis of one small goal. The second is the method strategy. Through clever design, it can complete the difficult forward passing movement, which can be divided into several relatively simple forms of movement. Through these exercises, the students can master the core points of volleyball skills; third, the evaluation strategy. The experimental class adopts a unique evaluation method, part of which is based on the scoring method of modern social dance competition. In the last group practice of each class, the teachers tour to score and learn from experience, and the control class adopts the traditional teaching method, mainly refers to the two handed volleyball in the future. This is Wang Jiawei's introduction in the second section of the classic volleyball class video. The main teaching method is "explanation and demonstration - unarmed practice - throwing practice - double pass".

2.3.3 Experimental control

Both the experimental class and the control class were taught by the same teacher to avoid the influence of personal style and other factors on the teaching effect.

2.4 Mathematical statistics

Excel software is used to input and sort out the research data, and SPSS 21 is used for statistical analysis to verify the influence of effective teaching strategies on the two-step teaching effect of college volleyball.

3. Results and discussion

3.1. Experimental results

From the test results in Table 1, it can be seen that the average value of test category (47.1, equal to coverage'; 19.6) and control category (38.1, equal to coverage'; 16.7), t-test results show that $P = 0.041 < 0.05$, the difference is significant. The experimental class is better than the control class in the standard score, in the technical score, the experimental class average score ($73.0 < 177; 16.9$), the control class average score ($61.1 < 177; 14.5$), t test results show that the experimental class students' technical performance is better than the control class students, in the comprehensive evaluation, the experimental class's average score is 57.5 (177; 16.7), the control class's average score is 57.5 (177; 16.7) The average score of the experimental class was 47.3 points (177; 14.6 points), $P = 0.008 < 0.01$, the difference was very significant, indicating that the total score of the experimental class was better than that of the control class, and the total score of the other two classes was not high, indicating that the six week course was not enough to enable students to master the ability of volleyball forward passing, so more teaching time should be arranged in the curriculum.

3.2 Discussion

The main reason for the significant difference between the two classes is that the experimental class adopts effective teaching strategies, while the control class adopts traditional teaching methods. There are great differences between the two classes in teaching objectives, teaching contents, teaching methods, and so on. The teaching methods and evaluation methods are different. The teaching goal of the experimental class is relatively clear, and the key point is relatively prominent, that is, pay attention to buffer learning, decompose the overall goal into several smaller goals, and then gradually carry out, on the basis of one small goal, you will understand another small goal, until you finally master all the Essentials of the next technical action. This is also a

problem in the description of teaching objectives in traditional teaching. For example, in the teaching of two handed passing, the description of teaching objectives, mastering the two handed passing technology, consolidating and improving the two handed passing technology. Generally speaking, this is the description of teaching objectives in the traditional teaching trilogy. According to the theory of goal setting, there are two preconditions for setting educational objectives, one is to teach Learning objectives should be clear and unambiguous. Clear and specific teaching objectives can make students understand the gap between their own level and goals, stimulate students' motivation to study hard, get feedback in time, and correct students' wrong behaviors. If teaching is too difficult or too easy, it can not stimulate students' learning enthusiasm. Therefore, it is easier to stimulate students' enthusiasm for positive passing In terms of teaching contents and methods, the strategies adopted by the experimental class include: transforming difficulty into simple, more precise and more practical. Because of the exquisite design, complete and relatively difficult forward movement can be divided into several relatively simple forms of movement, through these exercises, students can not see the volleyball forehand pass technology. More in line with the physiological theory of motor skill learning, the process of motor skill learning is usually divided into four stages: generalization, differentiation, consolidation and automation.

4. Conclusions and suggestions

4.1 Conclusion

(1) Using effective teaching strategies to provide positive two handed transition in college volleyball teaching can significantly improve the teaching effect.

(2) Heavy ball buffering and autobiography series exercises are effective methods of Volleyball Teaching in Colleges and universities.

4.2 Suggestions

(1) In order to improve the overall effect of teaching, stimulate students' interest and enthusiasm in playing volleyball, and promote students' health, more effective teaching strategies should be adopted in Volleyball pre passing teaching in Colleges and universities.

(2) It emphasizes the importance of the two hands in front of the volleyball teaching, so that students can accurately understand the concept of two hands in volleyball teaching.

References

[1] Hu Yonghong. Theoretical and empirical research on effective physical education [D]. Fujian Normal University, 2009

[2] Pan Yongsheng. Experimental research on Volleyball passing goal teaching [J]. Journal of Shandong Institute of physical education, 2001 (3): 59-61