

Inquiry Teaching Method and Its Application in College Tennis Teaching

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Abstract: Inquiring teaching, by changing the way of students learn, gives students more space to create a relaxed and pleasant teaching atmosphere, and guides students to construct new knowledge based on existing knowledge structures. Guided by the basic theory of inquiry teaching, this paper analyzes the main links of inquiry teaching. In order to improve the quality of tennis teaching, cultivate students' innovative ability and promote the development of tennis, this paper puts forward the application strategy of inquiry teaching method in college tennis teaching: Teachers use hierarchical teaching to set different teaching objectives, stimulate students' desire for independent inquiry, tap the potential of students' independent inquiry, provide teachers with necessary guidance and points, carry out active cooperation and appropriate competition.

1. Introduction

Inquiring teaching is based on “inquiry”. In the specific teaching process, teachers inspire students to create situations in new knowledge under the existing knowledge structure, and propose problems that are in line with the recent development areas and have value. As a teaching center, “problem solving”, students operate, cooperate and exchange, acquire knowledge and skills, attach importance to processes and methods, and achieve a teaching method that conforms to students' emotional attitudes and values. The ultimate goal is to cultivate students' self-inquiring spirit. Inquiry teaching includes two processes of teacher guidance and student inquiry. The main tasks of teaching reform are to update educational concepts, transform educational methods, and rebuild educational systems. Inquiring teaching is to change students' learning styles, give students more space to develop, and develop students' problem analysis, data collection, cooperation and independent learning.

In recent years, the development of sports in China has been stable and good. As a professional ball sport, tennis has been widely recognized by college teachers and students and has become one of the most popular sports. Colleges and universities have also attached great importance to tennis and have been included in the physical education curriculum, which has played an important role in further promoting the popularization and development of tennis. Compared with general ball games, tennis is more professional and more dependent on educational resources. At present, the main problem of college tennis teaching is the lack of innovation. The teaching methods have not been optimized in the modern information-based teaching environment. They have not used innovative theories to carry out teaching activities. They have not been able to use inquiry and interaction based on students' interests. Practical teaching methods cannot meet the individualized learning needs of students under the supply of rich information resources. The use of inquiry-based teaching mode to carry out tennis teaching, create a relaxed and pleasant teaching atmosphere, maintain students' high concentration of attention, conduct tennis technical training through group confrontation, effectively utilize the diversity of inquiry-based teaching, and alleviate the shortage of tennis training venues. Students can easily and consciously learn tennis, which helps students form a scientific and correct view of sports.

2. Theoretical Basis of Inquiry Teaching

Inquiry teaching is based on the following theoretical foundations:

(1) Learning motivation theory. Learning motivation is a tendency to trigger and maintain a student's learning behavior and point it to a certain academic goal. Motivation exists because of internal drive and inducement. Internal drive is the internal motivation of cognition, mainly manifested in the exploration of desire, desire for achievement and desire to communicate. Teachers should be good at taking advantage of the situation and making good use of the role of internal drive.

(2) Humanistic theory. The core of humanistic thinking is humanization. People believe that people have innate good potential. The role of education is to realize the innate potential of human beings. The humanistic educator represented by Rogers puts forward the "learner-centered" educational viewpoint and believes that the fundamental purpose of education is to develop students' individuality and realize their potential.

(3) Proximal development zone theory. There are two levels of student development: one is the current level; the other is the possible level of development. The difference between the two is the proximal development zone. Teaching should focus on the recent development areas, provide students with difficult content, mobilize the enthusiasm of students, and realize their potential, beyond their proximal development zone, to reach the level of the next stage of development.

3. Main Links of Inquiry Teaching

Inquiry-based teaching is flexible and has no standardized steps, but usually includes five main links, as shown in Figure 1. In each session, teachers and students complete different tasks.

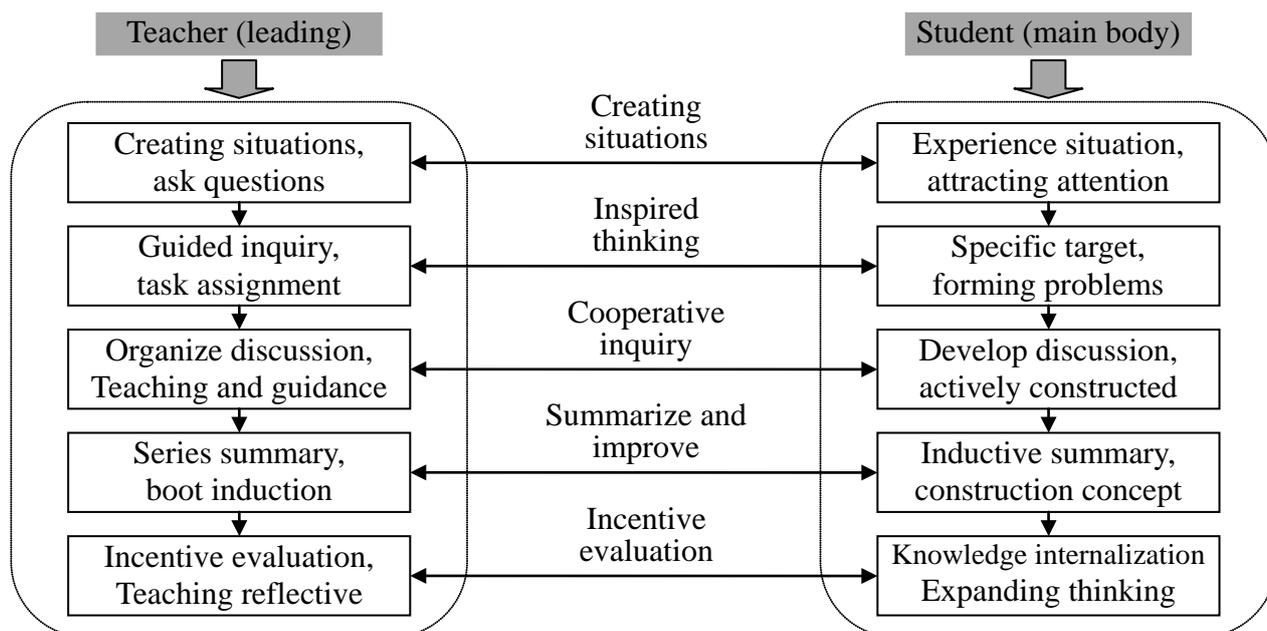


Fig. 1. Main links of inquiry teaching

(1) Create a situation. For teachers, it is to create situations and ask questions, for students to experience situations and draw attention. The teaching situation refers to the learning background, scene and the setting in the classroom teaching, according to the teaching content, which is set for the implementation of the teaching objectives, is suitable for the learning subject and acts on the learning subject, generates certain emotional reactions, and enables them to actively construct constructive learning environment for learning activities. Creating a situation is the basic work of inquiry teaching, which is used to solve the relationship between image and abstraction, practice and theory, sensibility and rationality, and the relationship and contradiction between old knowledge and new knowledge.

(2) Inspire thinking. For the teacher to guide the inquiry and layout tasks, it is a clear goal and a problem for the students. Teachers inspire students and cause students to think. In order to make inquiry-based teaching effective, it is necessary to ask students a number of inspiring questions that

can cause students to think deeply and be closely related to current learning tasks before inquiry, so that students can explore them with these questions. This link is crucial. Whether the questions raised are instructive, whether they can cause students to think deeply, and form the problems that students need to solve. This is the key to whether inquiry learning can achieve results or even success.

(3) Cooperative inquiry. For the teachers, it is the organization of discussion and teaching, for the students to discuss and actively construct. Cooperative inquiry involves two processes, one is “cooperation” and the other is “exploration”. The teacher divides the students into several groups, conducts collaborative learning and discussion in the group content, and the teacher teaches the key and difficult issues. The students actively participate in the group study and mainly construct knowledge. To explore some difficult problems, teachers should become a community of student learning, propose constructive cooperative inquiry problems, improve the value of problems, lead students to explore, and jointly find solutions.

(4) Summary improvement. For teachers, it is a series of summaries and guidance, which is a summary and construction concept for students. The teacher should summarize in all the students. The group should summarize the learning situation of the group. The students should summarize their own learning to achieve the purpose of improving the teaching effect. The summary is also carried out in the process of collaborative communication. Collaboration and communication should be based on self-inquiry, in order to provide students with a platform for exchange of ideas, collision of ideas and sharing of results. In this process, teachers should play the role of organization, coordination and guidance, and finally achieve the purpose of students to construct concepts.

(5) Incentive evaluation. For teachers, it is motivational evaluation and teaching reflection. For students, it is knowledge internalization and expanding thinking. Incentive evaluation refers to the use of teachers' language, emotions and appropriate education and teaching methods in education and teaching. It takes no time to give full recognition, encouragement and praise to students of different levels, so that students can gain psychological confidence and successful experience. Inspiring students' motivation, inducing interest in learning, and internalizing students' personality is a strategy to encourage students to actively learn. In this session, teachers should reflect on teaching and improve their teaching level; students complete knowledge internalization and transform knowledge into ability.

4. Application Strategies on Inquiry Teaching Method in College Tennis Teaching

Students who master certain technical skills to conduct inquiry-based teaching can help students develop their innovative ability. In order to improve the quality of tennis teaching, the following strategies need to be applied in the actual teaching process:

(1) Use tiered teaching to set different teaching goals. In physical education, the differences in personality between students are more obvious, which has a negative impact on physical education. The teaching goals are too high, the students are overstressed, they are afraid of fear, and they lack the necessary confidence to solve problems. The stratified teaching means that the teacher divides the students into different grades according to the existing physical quality and technical level of the students, formulates different teaching requirements and goals, and conducts targeted guidance in order to achieve a comprehensive teaching method for promoting student development. In fact, it is also a unitized teaching model. In tennis teaching, teachers set different teaching goals according to their physical condition and motor skills. Students with better tennis foundations strengthen their ability to innovate in technology and confrontation; students with poor foundations develop the most basic tennis skills. The teaching goal should be set to the appropriate difficulty, in line with the student's recent development zone, with continuity and cohesiveness. It must be both stimulating and challenging, and the majority of students can achieve it through hard work. With clear goals, students are provided with self-referential standards to enhance the purpose of learning.

(2) Inspire students' desire for independent inquiry. Desire is a requirement that arises from the nature of human beings to achieve a certain purpose. Create problem situations in teaching and

stimulate students' desire for independent inquiry. Teachers should create vivid and interesting problem situations according to the students' age characteristics, knowledge and experience and cognitive rules, so that students can have doubts and stimulate their interest and desire for self-exploration. Create suspense situations in teaching and form the motivation for students to explore independently. The problem is the material of inquiry. Suspense is the driving force for inquiry. Teachers ask questions for students to think, create suspense situations, put students in situations, ask questions actively, and generate self-exploration needs. When new knowledge is introduced, if the teacher can set suspense just right, it can quickly stimulate students' desire to explore knowledge. In the tennis teaching activities, physical education teachers set up some competitions, so that students can actively participate in them, and stimulate students' enthusiasm for learning tennis knowledge and skills. In the set of competitions, the teaching content is designed to allow students to constantly think, explore and practice during the competition, and to improve the ability to explore and solve problems.

(3) Explore the potential of students' independent inquiry. The art of education is not about teaching, but about inspiring, inspiring, and awakening. Fundamentally speaking, the function of education is to awaken the best things in the minds of students, and to make people shine brilliantly. It is necessary to awaken the sense of self-awareness and innovation, so that the enormous potential hidden in the mind can be developed. It is also necessary to awaken the deep understanding of the value of life and enjoy a happy life in creating life. Let students correctly recognize that they are the endless potential of saving themselves, cultivate self-recognition ability, exert their advantages and overcome shortcomings. Teachers develop students to develop good habits to promote their potential, active preparation, and conscious thinking, which can make students turn habit into an information and automated behavior. Only by being good at tapping the potential of students can we cultivate creative talents who are flexible in thinking, independent in acting, like to ask questions and dare to explore. In tennis teaching, teachers can't blindly ask students to imitate the essentials of action. In the course of the action demonstration, the teacher should guide the students to explore the corresponding actions independently. In the process of innovative action and self-training, students can effectively stimulate the fun of learning, and finally tap the potential of tennis learning.

(4) Teachers provide the necessary guidance and instructions. In inquiry teaching, teachers are the guides, basic work is inspiration. Students are inquirers, and the main job is to explore learning. The relationship between the teacher's "guidance" and the student's "exploration" must be properly handled and appropriate. At the turning point of thinking, or the focus and difficulty of knowledge, students still have to solve problems through their own efforts; teachers should give appropriate points, give students inspiring tips, open the fog, and give ideas to solve problems. The key to ordering is to meet the needs of students and to enable students to explore. The inquiry-based teaching method is applied to college tennis teaching. Teachers should give appropriate guidance and points in combination with the teaching objectives and the actual situation of the students, so as to provide students with an in-depth exploration of the direction and encourage students to actively participate in the exploration of tennis learning. At the same time, in view of some difficult knowledge points in tennis teaching, teachers should guide students to find problems and solve problems, let students establish self-confidence in learning, actively explore the knowledge and skills of tennis, and thoroughly study tennis skills and rules have led to a significant increase in students' self-learning ability and pioneering and innovative ability.

(5) Active cooperation and appropriate competition. Cooperative learning is the soul of inquiry-based teaching. Cooperative learning is used to improve learning efficiency. Correct implementation of discussion is the key to group-based collaborative learning. Group-based collaborative learning should focus on the evaluation of cooperation process. In the process of cooperative learning, learning outcomes are no longer the only goal of teaching, but each student has the opportunity to participate. The learning process is more lively and attractive, and fully reflects the differences between students' personality and personality. Students' overall ability is exercised and improved. When exploring tennis knowledge and skills, you may encounter difficult problems. Students will cooperate with each other, study and discuss together, strengthen

communication, and enhance learning and innovation. College students generally have certain competitive psychology, and interesting competitive activities can attract students' attention, understand the skills of tennis skills in subtle ways, and improve the practical skills of tennis. Carry out challenging tennis competitions, attract students to participate enthusiastically, face complex game situations, analyze rationally and respond quickly, and improve the technical and tactical awareness of tennis competitions.

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