

Exploration on the Three-dimensional Teaching Mode of College Volleyball

Shangen Wang¹, Qi'e Li²

¹Jiangxi Science and Technology Normal University, Nanchang, Jiangxi, China

²East China Jiaotong University, Nanchang, Jiangxi, China

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Abstract: The promotion of national health awareness has ushered in the development opportunities for volleyball. As an important part of college education, volleyball courses play an important role in cultivating students' ability to organize and coordinate, enhance physical function and strengthen good exercise awareness. However, the current situation of volleyball teaching in colleges and universities is not consistent with the actual situation. Under the traditional teaching mode, volleyball teaching has been unable to meet the needs of social reality. Therefore, the construction of a three-dimensional volleyball teaching mode has become a popular expectation.

1. Introduction

Along with the sustained development of China's economy, people's income has been continuously improved, and their consumption power has been increasing. At the same time, they have paid more and more attention to their health. As the mainstay of the future of socialist construction, the physical quality of college students has always been the focus of attention from all walks of life. The volleyball course is an important part of the comprehensive quality education course in colleges and universities. The scope and breadth of the volleyball course are not small. However, contrary to the traditional volleyball teaching mode, the volleyball teaching should exert a great effect, so the three-dimensional implementation the teaching mode has become the top priority of college volleyball teaching.

2. College volleyball teaching status

2.1 The teaching content is too single

The content of traditional volleyball teaching in colleges and universities is too singular. The setting of teaching content is still based on test-oriented. In the actual teaching process, teachers pay attention to the teaching of theoretical knowledge and basic skills. However, the essence of sports training has been neglected. It should be noted that the cultivation of comprehensive sports quality and the tempering of relevant tactical skills are the purpose of our volleyball teaching. Volleyball is a sport that focuses on the comprehensive ability of students. It not only requires students to have sufficient theoretical knowledge, but also puts forward higher requirements for students' coordination organization and teamwork ability. Volleyball is relatively unfamiliar to college students, and the foundation of students and the understanding of volleyball culture is low, teachers should design teaching content and teaching activities in combination with the connotation of volleyball culture in the teaching process. Just using the "cramming" volleyball knowledge to instill, but cannot achieve the organic unity of volleyball knowledge and volleyball practice, simple basic training has become the mainstream of classroom teaching, such content cannot adapt to the real volleyball competition. A single teaching content will certainly lead to boring teaching activities, greatly reducing the enthusiasm of students to participate, but also hinder the development of students' active learning and exploration ability, which is not conducive to the improvement of students' comprehensive ability.

2.2 One-way teaching mode is the main body

At present, most college volleyball teaching can't be separated from the traditional thinking theory, and it is too inclined to students' cognition. Few physical education teachers focus on volleyball technology. The combination of theory and practice is not ideal, which affects students' innovation. The training effect of ability, competition and cooperation, and intelligent training completely violates the basic sports characteristics of modern volleyball. In the current era, one of the most important goals of college education is to shape the innovative thinking of college students, and to cultivate the cultivation of innovation consciousness in all aspects of education. Therefore, the implementation of volleyball teaching is also the same. The traditional volleyball teaching mode has little effect. Insufficient inspiration for innovative thinking. According to our review of relevant materials, China's physical education teaching method adopts sports training instead of traditional sports theory teaching. Volleyball teachers mostly explain and arrange students to perform a large number of repeated exercises as the main mode in the course teaching practice. This solidified teaching mode there are many drawbacks. Although simple mechanical repetitive training allows students to quickly master specific movements, the result is that students focus their training on these movements, completely deviating from the holistic teaching activities. Righteousness - that is, let students carry out active volleyball training. After all, only by practicing in constant practice can students be able to master and use volleyball skills and improve their recognition of volleyball.

2.3 Teaching evaluation lacks systematicity

The existing teaching evaluation is not compatible with the current social reality. The traditional volleyball teaching evaluation focuses on the assessment of theoretical knowledge and physical quality. In terms of theoretical knowledge assessment, it deviates from the essence of volleyball, that is to say, more assessment. It is memory, understanding and physical strength. These are not really volleyball abilities. This kind of assessment method greatly limits the development of students' volleyball ability. What is more, it will confuse students' perception of their own abilities. Some inhibition effects. Through the supervision of the teaching process and the consideration of the teaching effect, and then cultivating excellent talents and promoting students' independent learning, it is the essence of teaching evaluation. If the evaluation system of college volleyball teaching cannot be perfected, it will not help students improve their comprehensive ability. It is even more difficult to guide teachers to actively innovate teaching mode, which is extremely unfavorable to the impact of college volleyball teaching.

2.4 Volleyball teaching is not linked to student ability development

Physical education in colleges and universities is different from physical education in primary and middle schools. The source of students is very different. This is determined by the use of elective courses in college physical education courses. This also results in the situation of students from different classes in the same class. The teacher's teaching process cannot take into account the characteristics of the student's profession and the ability to develop in the future, which is very inconsistent with the teaching requirements. Every aspect of teaching practice, the fundamental point is that it can fully and accurately grasp the characteristics of students, and can promote the comprehensive development of students and lay the foundation for future development. In the process of volleyball teaching, we should pay attention to the unique cultural connotation of volleyball, and combine the characteristics of students' own development to cultivate students' communication ability, observation and analysis ability, teamwork ability and tenacious will quality to ensure students' benefit in volleyball. In terms of not only the improvement of physical quality, but also the strengthening of psychological quality, it is also the benefit that can be expected for future life.

3. Three-dimensional teaching meaning

The three-dimensional teaching mode is different from the previous teaching mode, and it is a

change to the traditional teaching mode. The change is reflected in the breakthrough of the traditional teaching mode with the teacher as the main body of the classroom, replaced by the student as the teaching center and the teaching subject, the development of various teaching activities to train the students' hands-on ability; under the interest-oriented development The teaching link focuses on stimulating students' desire to explore the content they are learning and fully mobilizing their enthusiasm; opening up the heuristic style of teaching, based on the syllabus, but tailoring the characteristics of different students, "the right medicine" and "teaching students according to their aptitude" . In addition, the connotation of the three-dimensional teaching mode is also reflected in the inclusive aspect of technological change. The key feature of the three-dimensional teaching mode is different from the traditional teaching mode. Its technical foundation is that in the context of the rapid development of Internet technology today, the hug technology can often give the teaching a multiplier effect.

4. Practical exploration of three-dimensional teaching mode of college volleyball

4.1 Realizing the diversity of teaching content

The basis of the three-dimensional teaching mode is the diversification of teaching content, and it is necessary to abandon the sense of form and rejection brought to students by the traditional teaching mode. In the diversified teaching content, the content mainly includes basic knowledge and basic tactics, different levels of competition organization and management, volleyball competition rules and methods, high-level athlete training teaching, volleyball and happy sports lifelong sports, forms a variety of volleyball and more. In the construction of a diversified teaching content system, the above content has basically covered the entire college volleyball teaching practice. Compared with the traditional college volleyball teaching content, the three-dimensional teaching content covers multiple layers, not only limited to the basic knowledge and basic tactics, but also involves the training of high-level athletes and the development of lifelong sports. At the level, it lays a solid foundation for a diversified teaching structure. At the specific application level, it can be found that the diversified teaching content is more in line with the students' basic needs and interest in volleyball, and better participate in college volleyball teaching, forming a relatively systematic development pattern and forming a diversified content system. To lay a solid foundation for the continuous development of volleyball and the updating of teaching content.

4.2 Promote continuous innovation in teaching methods

Volleyball teaching staff can adopt a diversified approach to mobilize students' enthusiasm in teaching practice. In today's era, technological development emerges endlessly. Taking multimedia technology as an example, multimedia is supported by computers as a technology. After comprehensive processing, multimedia information such as sound, image, text, video, animation and other functions are integrated and logical relationships are transmitted to students. With its instantaneous function and various senses of students, it provides students with a full range of teaching experience. This teaching method is in line with the characteristics of students and psychological characteristics, and has important practical significance for improving the efficiency and quality of volleyball training. For example, volleyball teachers can collect a wide range of relevant classic game videos about such technologies before they are taught by relevant technologists, and screen, process, and edit them so that students can have a strong sense of substitution when learning related technologies. The understanding and application of related technologies. After completing the review of the video, the teacher can guide the students to summarize the game, the purpose is to complete the volleyball course learning with high quality and efficiency through the students' own understanding of the technology.

The construction of a diversified teaching method system has greatly improved the extensibility of teaching resources and content. In this three-dimensional teaching system of college volleyball, the content covers the first classroom, clubs, networked multimedia teaching and social practice at the campus. Among them, the first classroom in the school is the physical education teacher to

provide students with the most basic college volleyball content according to the syllabus, students master the basic theoretical knowledge and tactical skills of volleyball. The second classroom in the school is a club. According to the operation mode of the club, it explores diversified teaching methods, so that students have a deeper understanding of the teaching mode, and then fully play the role of this understanding in the training practice. Really enjoy the unique experience of volleyball. In the networked multimedia teaching, compared with the traditional college volleyball teaching mode, the convenience of the network environment can be fully utilized, which further narrows the distance between the teaching content and the students' familiarity with the network.

4.3 Improve the comprehensive teaching evaluation system

The three-dimensional teaching mode is not complete after the success of the course content design, course technology carrier selection, curriculum practice, etc., and the final ring of stereotyped teaching mode - teaching evaluation. Teaching evaluation is the only criterion for testing the success of a teaching model. Therefore, the construction and improvement of the teaching evaluation system is particularly important. Here, we believe that the construction of the teaching evaluation system should demonstrate all-round and multi-level characteristics. The evaluation of teaching effects should not be limited to a certain angle, and the diversification of evaluation perspectives should be realized, in order to evaluate indicators, evaluation criteria, and evaluation. The concept covers all aspects of the teaching process. The traditional teaching evaluation method is dominated by volleyball teachers. According to the students' evaluation of the volleyball theory knowledge and practice, it has great subjectivity and can't assess the performance of students in the normal learning process. It is not accurate enough. The teaching evaluation method included in our three-dimensional teaching mode can systematically evaluate the mastery of volleyball in colleges and universities from different angles, and draw the most realistic student mastery and sports understanding, so as to The content, teaching methods, and overall teaching model are adjusted. In this way, we can give a fair evaluation to each student to the maximum extent, give affirmation to the efforts made, make the teaching method more scientific and reasonable, and obtain accurate evaluation results.

4.4 Optimize the training of diversified talents

The original intention of the three-dimensional teaching mode of college volleyball is to improve the overall quality of college students, and to cultivate high-quality talents with comprehensive qualities and diversified directions for the society. Therefore, the way to realize the original intention is mainly from the following two aspects: firstly enhance the physical fitness of students. Volleyball is a typical competitive sport, with the typical characteristics of the majority of competitive sports, that is, fierce confrontation. This kind of fierce confrontation is reflected in many levels, such as tactical level, basic training level, physical construction level, etc. Therefore, it is not an exaggeration to call volleyball training "all-round training". In order to make students have good volleyball skills and have a higher level of volleyball, volleyball teachers should carry out periodic planning and physical fitness training planning for the students' training process. Volleyball sports related physical indicators are more complex, such as the degree of strength, the degree of endurance, speed, etc., so the development of targeted training cannot be achieved overnight, need to be divided into short-term long-term goals. In the training, students should continue to strengthen their strength training, starting from the students' wrists, fingers, upper limbs, etc., in order to improve students' ability to control upper limbs and wrists and volleyball dominance. If necessary, you can guide students to do push-ups and quick flexion and extension exercises to improve physical coordination. Another is the level of high-level athletes and ordinary students. In the specific training, focus on the theoretical knowledge and practice coordination level, fully utilize the diversified teaching content and teaching methods to provide students with multiple teaching modes and form a relatively systematic talent training system, especially in the basic technical actions and tactics. In addition, it is necessary to apply integrity training. As for the technical actions with higher difficulty coefficient, it can be divided into different ways, decomposing actions and breaking each other. The main position in college volleyball training is competition practice.

The ultimate goal of competition practice is to cultivate students' ability to adapt in complex and varied situations, so that training is more systematic and self-conscious, and the training effect is improved.

5. Conclusion

In summary, the three-dimensional reform of college volleyball teaching is of great significance to both teachers and students. In view of the problems that appeared in the volleyball teaching of colleges and universities in the same year, we must continue to implement the three-dimensional concept in the continuous practice process, and implement the relevant details of the three-dimensional teaching method. Only in this way can we cultivate diversified talents and promote college education for colleges and universities. Level and ultimately promote the development of volleyball sports to a higher level.

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