

Research on implicit layered teaching in Wushu Teaching in Higher Vocational Colleges

Liangbing Gong

Jiangxi Vocational Technical College of Industry & Trade, Nanchang, Jiangxi, 330038, China

Keywords: Recessive stratification; Wushu courses; Teaching model

Abstract: In order to improve the teaching effect of Wushu Optional Course in higher vocational colleges, this paper makes an in-depth study on the application of implicit layered teaching method in Wushu Optional Course Teaching. Through experimental comparison, it is found that there are some differences in the learning effect of martial arts among students in different modes, and the average score of students in the experimental class is better than that of students in the control class. Therefore, it is of great significance to apply the hidden layered teaching to the teaching of Wushu Optional Courses in Higher Vocational Colleges and to study the combination of theory and practice to improve students' physical quality and learning interest.

1. Concept of layered teaching method

Implicit layered teaching is that teachers divide students into levels and carry out personalized curriculum teaching according to a certain standard on the premise of maintaining the original class system. This teaching method covers Babanski's optimization theory, Babanski's optimization theory and constructivist learning theory, and has a solid theoretical foundation. In practice, it can better solve the problems caused by students' level differences. At the same time, students at different levels can obtain the corresponding sense of achievement in the learning process, so as to enhance students' active learning interest in curriculum learning.

2. Teaching experiment based on "layered" teaching in Wushu Optional Courses in Higher Vocational Colleges

The purpose of the experiment is to compare the effects of traditional teaching method and implicit layered teaching method in elective course teaching. 98 students from 2 professional classes were selected from 6 martial arts classes of Freshmen in a higher vocational college. Experimental variables: the independent variables are implicit stratification method (49 students in the experimental class) and traditional teaching method (49 students in the control class); the dependent variables are the students' test results measured at the end of the experiment and the primary school students' interest in aerobic Learning Questionnaire.

The first is experimental control. Controlled by external factors, the teaching content of the students in the two classes is public Wushu routine juvenile boxing, which is taught by one teacher in the same teaching venue. The class time is 15 weeks, a total of 30 class hours. The evaluation contents and standards are the same, the teachers are the same, and the teaching progress is synchronous. In the first class before the experiment, we simply exchanged the students and experience of the two classes. There is no difference between the two classes in Wushu knowledge, motivation, enthusiasm and learning experience. Experimental steps: firstly, the students are divided into groups and the implicit stratification method is adopted in the experimental class. Excellent students with good physical coordination and strong movements are Grade A; Grade B for general physical coordination and movement strength; Students with poor physical coordination and mild movement are grade C; A. The proportion of people at levels B and C is 1:3:1. Then 49 students are divided into 6 groups, with 6-7 members in each group and a leader responsible for communication, coordination and organization. The group members can be combined. Student grades: A, B and C, so that students of the same group can learn from each other and make up for their shortcomings, so

as to promote students' progress. Please do not inform students of the purpose of the agreement in advance.

Secondly, after dividing into three levels, teachers formulate different teaching objectives according to different levels, the general requirements and minimum requirements of grade C students. The main goal of class a students is to improve their sports skills. Class B students focus on mastering the basic knowledge and skills of martial arts, find out their shortcomings and direction of efforts, and encourage them to pay attention to class a students. For Grade C students, they are required to master the most basic motor skills, feel their progress, help them overcome their inferiority complex, build self-confidence and maintain their interest in learning.

Finally, the teaching layout. In the process of implementation, we should pay attention to the fair treatment of students and pay attention to the details in the teaching process, such as students' questions, answers, psychological fluctuations, etc; For students who do not coordinate their movements, can not remember their movements at all times, and have poor fluency, they should take the initiative to take care of them and pay attention to them at all times.

3. Results and analysis

3.1 Investigation of students' abilities and interests before the experiment

In order to reduce the influence of internal factors on the experiment, before the experiment, we first investigated the martial arts foundation, learning interest and learning motivation of the students in the two classes, such as "do you know what martial arts is?" Have you been exposed to martial arts in high school? " Have you ever seen a martial arts competition? As a result, almost all students' understanding of martial arts comes from martial arts TV dramas or movies. It is difficult to explain the relevant knowledge of martial arts. From this, we can see that students know little about martial arts, which creates favorable conditions for taking new methods in martial arts class. Do you like martial arts? Why choose martial arts? More than half of the students said, "if you don't choose your favorite project, you can only come here. Only martial arts optional courses are not fully selected." This is because the public physical education elective courses of grade one in our college are open. The elective courses are determined according to the teacher's major. The number of students in each course is limited. If you can't choose the project you like, you can only get the credits of the project you don't like. You can take a PE course every semester in two years of college. Secondly, few students in each class take the initiative to choose martial arts projects. Most students can't choose their favorite projects and can only take credits. In order to ensure the accuracy of the experiment, the author also ordered the students who take the initiative to choose martial arts courses and the students transferred by other projects, which affected the differences in students' interest and motivation in martial arts learning. The knowledge, motivation, enthusiasm and learning experience of the students in the experimental class and the control class are at the same level, and the experiment can be carried out as planned.

3.2 Influence of hidden layered teaching on Wushu learning effect

After a 15 week intensive and orderly teaching experiment, we tested the whole set of actions learned by the students in the two classes, and analyzed the test data with SPSS 2.0. The average score of Wushu in the experimental class is 84.73 (3.84 points) and that in the control class is 77.74 (3.537 points). After test, $P = 0.039 < 0.05$, the difference is significant, which shows that the implicit layered teaching has advantages. In order to improve students' performance in Wushu Optional Course Teaching, this paper analyzes the main reasons: first, the implicit course follows "personalization" Teaching philosophy: according to the suitability of students, pay attention to students, implement differentiated teaching according to the existing foundation of students, make the experimental class better communicate with teachers and students, shorten the distance between teachers and students, and finally make good achievements through mutual assistance and mutual learning and the joint efforts and progress of group members; Secondly, in the whole hidden layered class teaching experiment, there is no obvious difference in eliminating the low self-esteem level of

students with poor foundation, give respect and fairness to students with poor sports ability, correct their learning behavior, constantly stop and strive to improve, so that students can feel the joy of success and experience the joy of Learning Wushu.

3.3 Influence of implicit layered teaching on students' interest in Wushu learning

Interest is the best teacher for learning. If students are interested in martial arts, they will consciously and actively learn martial arts technical measures to improve the learning effect of martial arts. After 15 weeks of teaching experiment, the students of the two classes were tested on their learning interest. SPSS 2.0 shows that the average score of learning interest in the experimental class is 4.27; The average score of learning interest in the control class is 3.30, $P = 0.048 < 0.05$, which shows that the implicit class is suitable for stimulating learning. Students' interest in learning can improve students' learning enthusiasm, stimulate students' learning motivation and enhance students' learning self-confidence. Although there is no difference between the two classes before the experiment, there are significant differences between the experimental class and the control class. This is mainly because the students with poor sports level have made rapid progress with the patient help of teachers and students, and their self-confidence and interest in learning have gradually increased. In the summary class at the end of the semester, the students in the experimental class said that their private feelings are mainly reflected in: "martial arts routines can make themselves feel strength" and "physical coordination has been greatly improved", "It's good to sweat in any class to achieve the purpose of exercise", "learning martial arts has a sense of achievement". After class, many students asked the teacher what they want to learn next semester.

4. Conclusions and recommendations

The application of implicit layered teaching experiment in Higher Vocational Wushu teachers' curriculum further confirmed that the score of implicit layered teaching class in Wushu test was higher than that of traditional class. After the experiment, the learning index score of experimental class was higher than that of control class, and the difference was significant. Using hidden layered teaching in Wushu Optional Courses in higher vocational colleges can effectively improve the physical quality of students at different levels and mobilize students' interest in Wushu learning.

References

- [1] Liu Jixuan, Fu Genyi, Cai Wei Exploration on hidden layered teaching of basic courses in Vocational and technical education [a] Institute of Educational Sciences, Chinese Academy of management. Proceedings of 2021 online seminar on Educational Sciences (IV) [C]. Institute of Educational Sciences, Chinese Academy of management: Institute of Educational Sciences, Chinese Academy of management, 2021:3. Doi: 10.26914/c.cnkihy.2021.029859
- [2] Liu Yu Research on the application of implicit layered cooperative teaching in cheerleading teaching in Colleges and universities [D] Wuhan Institute of physical education, 2021
- [3] Hong Jin, Tan Shaoying, Shi Hui Exploration and practice of implicit hierarchical teaching design in Vocational Education [J] Ship vocational education, 2021,9 (02): 17-21 DOI:10.16850/j.cnki. 21-1590/g4. 2021.02. five