

# Research on the Teaching Practice Strategy of College Volleyball Courses based on the System of "Church, Diligent Practice and Regular Competition"

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## Abstract

The "Opinions on Comprehensively Strengthening and Improving School Physical Education Work in the New Era" jointly issued by the Central Office in 2020 clearly pointed out that the core of school physical education teaching reform is to impart students' health knowledge and basic knowledge of physical education. Skill. Practice and regular competition to improve students' sport-specific skills. "Church, diligent practice, regular competition" is the new task and new topic of school sports work in the new era. Based on the system of "church, diligent practice, and competition", the optimization of volleyball teaching courses in colleges and universities is investigated through methods such as literature and on-the-spot investigation, and volleyball classroom teaching is continuously improved and strengthened. Diligent practice, regular competition" is an important way to meet the requirements. Clarify the logical relationship between "church, diligent practice, regular competition" and physical education teaching, clarify the activity requirements of physical education teaching, and optimize physical education teaching.

## Keywords

"Church, Diligent Practice, Regular Competition"; Volleyball Teaching; Strategy.

## 1. Introduction

On June 23, 2021, the General Office of the Ministry of Education issued the "Sports and Health" Teaching Reform Guidance (Trial)" (hereinafter referred to as the "Guiding Outline"), which highlighted the "teaching reform", especially the "church, diligent and The guiding ideology, reform content, teaching concept, teaching process, teacher guarantee, and supervision and evaluation in the "Guiding Outline" are all mentioned, reflecting the reform of classroom teaching of "church, diligent practice, and regular competition". degree of importance.

## 2. Research Object and Method

### 2.1. Research Object

This paper takes "church, diligent practice, regular competition" as the starting point, and systematically analyzes the research on the implementation strategy of volleyball teaching in colleges and universities based on the "church, diligent practice, regular competition" system.

### 2.2. Research Method

#### 2.2.1. Literature Survey

Through the library, CNKI and other channels, I checked the literature on church, diligent practice, regular competition, and volleyball teaching. These documents provide the theoretical basis for the research of this paper.

### **2.2.2. Field Investigation Method**

By visiting 5 colleges and universities in Yunnan and Kunming to record the classroom teaching of volleyball, under the implementation of the system of "church, diligent practice and regular competition", the optimization of teaching design and implementation strategies have laid the foundation for the reform of volleyball teaching.

### **2.2.3. Expert Interview Method**

By visiting 5 colleges and universities in Kunming and interviewing 20 volleyball teachers from 5 colleges and universities, through the interviews, we can understand the teaching views and understanding of "church, diligent practice and regular competition" and their application in teaching.

### **2.2.4. Logical Analysis**

Through on-the-spot investigation and analysis, the results are obtained, and reasonable suggestions and countermeasures are put forward for the development and construction of college volleyball teaching under the system of "church, diligent practice, and regular competition".

## **3. Research Results and Analysis**

### **3.1. Current Situation of Volleyball Teaching in Colleges and Universities**

#### **3.1.1. Incomplete Mastery of Basic Sports Knowledge and Sports Skills**

At present, the sports skills of most students only stay on some basic sports knowledge and skills, let alone master one or two sports skills. Physical education classes are 2 hours a week, and students have less time to practice their skills. There are also the problems of physical education teachers themselves. They do not have a deep understanding of the curriculum standards, the teaching concept is not clear, the teaching quality is not high, and the physical education class is formalized. The teaching content and methods lack innovation, and the teaching effect is not obvious, resulting in incomplete grasp of basic sports knowledge and sports skills.

#### **3.1.2. The Time and Frequency of Extracurricular and Extracurricular Students Participating in Physical Exercise are Very Limited**

The great pressure of study has led to less and less time for students to exercise outside the classroom and outside the school. After students have finished physical education classes, it is difficult to see students exercising on the playground. The urban environment and the lack of community sports facilities also affect students' sports activities outside the school. The above reasons result in that the sports skills learned by students in physical education classes cannot be effectively consolidated and improved.

#### **3.1.3. There are Few Sports Competitions, the Form is Simple, and the Enthusiasm of Students to Participate is not High**

The charm of sports lies in the competition of different events. At present, apart from the sports festival, there are few other competitions in the school. Due to the limited competition items and places in the sports festival, only a few sports students can participate, and other students cannot participate in sports competitions. Cheering, or can only be a spectator, the sports skills they have learned are not displayed, and they cannot enjoy the joy and success brought by sports competitions, resulting in most students losing their enthusiasm for sports competitions. Attention, but also reduces the enthusiasm and initiative to participate in competition activities, in the long run, will inevitably affect the quality of school physical education.

## **3.2. The Relationship between "Church, Diligent Practice, and Regular Competition"**

There is an inseparable relationship between "church, diligent practice, and regular competition". The three are interrelated, mutually reinforcing, and interdependent. From the perspective of realizing the value of physical education and promoting the healthy development of students, the church is a necessary prerequisite for the implementation of diligent training and the development of regular competitions. Diligent training is an important condition for mastering skills and enhancing physical fitness. platform.

### **3.2.1. The Church is a Necessary Prerequisite for the Implementation of Diligent Practice and Regular Competition**

Only by teaching students the necessary health knowledge, basic sports skills and special sports skills, can students use these knowledge and skills to engage in physical exercise and participate in sports competitions. Therefore, mastering sports skills is a necessary premise and a solid foundation for participating in physical exercise and competition activities. If students cannot master some basic and special sports skills, diligent practice and regular competitions will become wishful thinking and talk on paper.

### **3.2.2. Diligent Practice is an Important Condition for Mastering Skills and Enhancing Physical Fitness**

Motor skills are the product of a lot of repeated practice. They are skilled motor behaviors or the ability to skillfully complete technical movements. Any motor skills need to be formed through repeated practice. Only hard work, regular and continuous physical exercise can really consolidate skills and enhance physical fitness. Therefore, diligent practice is an important condition for mastering skills and enhancing physical fitness, and it is also the main means to achieve school sports goals.

### **3.2.3. The Regular Competition is an Effective Platform for Using Skills and Cultivating Morality**

Competition is a significant feature and value embodiment of sports activities, a comprehensive display of sports skills and physical fitness, and a practical test of students' mastery of sports skills and physical fitness development. Competition provides an effective platform for students to consolidate, improve and apply skills and exert physical fitness. At the same time, competition is also an important means to realize the value of special education in sports, and plays an active role in cultivating students to be proactive, abide by rules, and take responsibility for good sports morality. , without the competition, the educational value of sports will be greatly reduced.

## **3.3. The Implementation Strategy of "Church, Diligent Practice and Regular Competition" in College Volleyball Teaching**

### **3.3.1. Teaching Students the Basics of Sports and Health**

The basic knowledge of physical education is the basis for carrying out physical science exercise and realizing lifelong physical education, which requires physical education teachers to teach students the knowledge of learning and using sports skills, scientific exercise knowledge, sports health care knowledge, competitive competition rules and competition methods. . The practice of motor skills should be carried out simultaneously with the basic knowledge, and teachers should gradually impart these basic knowledge to the students according to the level and individual differences between male and female students.

### **3.3.2. In-class, Extra-curricular, and Out-of-School Linkage, to Promote Students' "Diligence" to become the Norm**

Basic knowledge of sports is the foundation of sports technology and skill practice, and sports skills are gradually formed through continuous practice and improvement. Therefore, diligent practice is an effective means to consolidate and improve sports knowledge and skills. School education must effectively implement "burden reduction", open all physical education classes, do not crowd out physical education classes, link inside and outside the classroom and outside the school, and set up a second class of specialized sports training to encourage more students to participate and actively participate in sports skills practice, which is also the trend of physical education in the new era.

### **3.3.3. Establish a Classroom Competition System to Promote the Normalization of Competitions**

As a teaching mode, sports competition has been tested in practice. The content of practice is carried out in the form of competition. There are different competitions in any sports. Without competition, sports will lose its own charm. Competition makes students see Progress and hope can also find the inadequacy of practice and the direction of effort, which requires building a platform for students to "regular competition" in the teaching classroom. For example, in the teaching class, join the class competition; 1. Passing and slam ball competition: each person's own (autobiography) ball competition, the whole class is divided into two groups, the first group plays the self-push (autobiography) ball, the second group one Count the number of times in pairs, then exchange, and the two of them see which one of the students has completed the most times. 2. Counter-passing and ball-cushion counting competition: The distance between two people is more than 3 meters. It is required to practice counter-passing and cushioning according to correct technical movements. If the ball is not in place, other non-passing and cushioning actions that conform to the rules are allowed. Carry out self-rescue, but all incorrect passes, ball movements and non-push passes and ball movements will not be counted. In the end, the group with the most balls wins. 3. Timed passing game: All the students will play in groups of two through the net, and each group will play for one minute. The team with the most passes and throws completed within one minute is the winner. 4. Comparing the passing or throwing of the ball to the basket: Divide the class into four groups. The position of passing or throwing the ball is 4 meters away from the basket. Each group chooses a student to stand on the opposite side of the basket and throw it to the students in this group. Every time you drop the ball, your partner must complete a pass or pad the ball, even if it is not in place, it will be considered a chance. The team with the most passes or baskets in the four groups is the winning group. 5. Serving Competition: Divide the class into two groups according to their level, each serving 10 balls, and the group with the highest overall success rate is ranked first. Each person serves 3 balls, and then serves the balls to positions 1, 5 and 6 of the opponent's court in turn. (mark the position on the field with a line in advance) 6. Tactical application: 4v4 or 3v3 small field competition, divide the whole class into several groups (3 or 4 people in each group) according to the level, and take turns in the small field In the game, there is one field for every three groups, and each game has 10 points. The winner will continue the game, and the loser will rest. (According to the needs of the students, the loser can also be used to continue the game, and the winner will have a rest). 7. 6-to-6 regular round-robin competition: Divide the whole class into friendly groups, that is, according to the wishes of the students, divide the students into several groups (each group of 6 people), and conduct a 6-to-6 round-robin competition, and row to Trainee students act as referees. This teaching competition may last for several classes, but it can give students a suspense, which is more conducive to stimulating students' interest in the competition. Moreover, their team members are relatively close, which is beneficial for students to carry out extracurricular exercises in order to improve their enthusiasm for practice.

## 4. Conclusion

"Church, diligent practice, and regular competition" are new requirements and new instructions for school sports work in the new era, and an important supplementary condition for building a new sports competition teaching model. A strong guarantee, it not only provides a theoretical basis for volleyball teaching in ordinary colleges and universities, but also provides an opportunity and platform for the comprehensive experience of sports competition teaching courses in ordinary colleges and universities and the complete implementation of sports competition education. It has laid the foundation and promoted the implementation of the educational goal of moral education and all-round development in sports competitive education.

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