Research on the Construction of Independent-cooperation Educational Model in College Tennis Elective Course

Zhong-Bo BAI
School of Physical Education, Anshan Normal University, Anshan, China
baizhongbo_1969@163.com

Keywords: Chinese Universities, Tennis Elective Course, Independent-cooperation Educational Model.

Abstract. Guided by the idea of healthy, lifelong and joyful physical education, this research uses deductive method to establish an individuality-cooperation physical educational mode with characteristics of guiding ideology, goals and procedures of teaching and methods of evaluation.

Introduction
As is known that physical education is the main approach to achieve school physical teaching. Physical education research is of great significance to improve the quality of physical education and students’ mental health. Over the years, the majority of sports teachers have accumulated much valuable experience in the practice of teaching and training. It is necessary for the enrichment of physical teaching theory and the prosperity of physical career to analyze these experiences scientifically. Physical education is a complicated system and needs the guidance of advanced teaching theory. An intermediate link is necessary to connect teaching theory and practice. Without this link, physical teaching experience could not be promoted effectively and could not to guide teaching practice; any advanced teaching thoughts and theories could not be applied effectively in teaching and many physical researches would not be further. Traditional physical education is in an urgent need of reform and much teaching experiences need to be popularized. The effective way to solve this problem is to build a teaching model with features of modern physical education. Through the research of physical education model, we establish a new individuality-cooperation physical mode guided by the ideology of healthy and life long teaching in high school’s tennis elective course on the basis of former experience. All of these are aimed to provide a new path for the reform of traditional teaching.

Methodology of Constructing New Teaching Models
One of the teaching reform goals in universities is to change the traditional model of teacher-oriented. We should establish a new teaching model to represent the leading role of teachers and cognitive subject function of students to develop the comprehensive reform in contents, methods and means of teaching on the basis of it. Guided by the idea of healthy, lifelong and joyful physical education, this research uses deductive method to establish an individuality-cooperation physical educational mode with characteristics of guiding ideology, goals and procedures of teaching and methods of evaluation. Then through the correction in universities’ physical class, the new teaching model would be established gradually.

Theoretical Basis of Independent-Cooperation Educational Model

The Theory of Constructivism
Constructivism holds the view that knowledge is not required in the acquisition of teacher, but the learner takes advantages of necessary leaning materials through the construction of meaning in the help of others to acquire knowledge.[1] From the learning view of constructivism, learning is the
process of election, processing and handling for learners to acquire knowledge according to his experience. No one can take place of it. The requirement of knowledge is through the repeat of new and old things of students. Original knowledge and experience of learners are changed. According to the teaching theory of constructivism, it supports the students-oriented learning in the help of teachers. That being said, we should put equal emphasis on the cognitive subject function of learners and the guidance of teachers. The students are the subjects of learning and meaning constructivism, but not the passive recipient and container of knowledge; teachers are the promoters of meaning constructivism rather than the providers of knowledge. The communication between teachers and students, students and students is a kind of good teaching method and it could help students to have a better understanding of knowledge. In the process of teaching activities, teachers must adjust their own knowledge structure and teaching guiding models to meet students’ requirements.

The Theory of People-Oriented Education

People-Oriented education views that our students have independent personality and subjective initiative. Developing education should put students first and pay more attention to their subjective status. The influence of education must achieve the desired results through students’ initiative and enthusiasm.[2] Learning is an intellectual activity and a kind of feeling. Teachers should be confidence in their students’ ability to learn and permit them choosing more. Teaching is to help students to cultivate the ability to learn, to understand knowledge and life and to construct personality actively. Everybody should become a perfect person with distinctive personality and certain creativity.

The Theory of Subjective Teaching

Subjective physical education means physical teachers create a democratic, harmonious and relaxing environment and systematically organize teaching activities to lead and inspire students’ inner requirements of activities and help them to practice autonomously. Theory of subjective physical teaching views that student is the main body of learning activities. Physical teachers are the guiding factor in the process of physical learning; requirements of learning are motivation factor of students. The key point of subjective education is to acknowledge and respect the main status of educates in the process of teaching activities and to threat them as an independent and initiative individuality to develop their subjectivity through education.[3]

The Idea of Lifelong Physical Education

Lifelong physical education means that one person takes lifelong exercise and accepts physical guidance and education. The idea of lifelong physical education is based on the law of human development and the role of physical exercise as well as the development of the modern society to the requirements of lifelong education.[4] The meaning of lifelong physical education includes following two parts. Firstly, learning and taking part in physical exercise to make physical education an indispensable part in our whole life. Secondly, taking part in physical activities and practices guided by lifelong physical education is people’s goal. Physical education in universities is an important part to connect with society closely in the mode of lifelong physical education. Physical education in universities aims to teach students a variety of skills. More importantly, it can also develop students’ sports consciousness and make them benefit from their abilities of sports.

School Physical Education as the Foundation of Lifelong Physical Education

This opinion addresses that school physical should serve for people’s lifelong physics. We should lay a good foundation for body, skills, interests and habits and learn how to take exercises. The key point is to cultivate students’ interests and abilities of independent consciousness. Interests and habits are the basis of promoting students’ autonomous learning and lifelong physical exercises. Physical education should be based on the needs of participants to make students grasp necessary knowledge and skills and make it an important living style.
Factors of Independent-Cooperation Educational Model

Guiding Ideology

Any kind of physical education mode must reflect some guiding ideology of physical teaching and teaching procedures. Only useful guiding ideology and teaching mode could play a certain role in the practice.[5] Based on this point, we establish the ideology of individuality-cooperation physical educational mode. Putting the development of students first and focusing on the individual requirements and development on the basis of improving students’ healthy level. We also need to stress the development of students’ lifelong physical ability and develop lifelong habits of physics for the core of teaching.

Teaching Target

To some extent, the teaching target of physics is the core of teaching mode. The teaching goal of individuality-cooperation physical educational mode is to develop students’ good physical interests and self-training ability. Let students experience the happiness of sports and improve their healthy level, lay a good foundation for lifelong physics and make students become faithful practitioner of it.

Teaching Principle

Teaching principles are basic requirements to guarantee teaching effects. In addition to the general principles, the appliance of individuality-cooperation physical educational mode should follow these principles:(1) Autonomy principle: Sue Home Linsky said all real physical education is the education of itself. In terms of physical education, students must take the initiative to take exercises to have a better understanding of physics and improve physical knowledge and skills. According to this principle, teachers should try to improve students’ autonomy. (2) Effective principle: Individuality-cooperation physical educational mode should focus on emotional teaching. The kindness teaching of teachers can makes students tend to study goal and cooperation to inspire their enthusiasm and creativity. (3) Issue principle: Teaching must bring the problem to the students. The design of question should be aimed to students’ actuality. Using the theories of education and psychology scientifically and analyzing the composition of classroom teaching so that students could play the initiative and cooperation. (4) Open principle: This principle includes three parts. First, the teaching form should be open. Second, the design of question should be open. Third, allowing students to determine learning strategy to solve the problem.

Teaching Process

Motivation of inspiration-target oriented-cooperation-experience the happiness of sports

Evaluations

In the process of teaching, formative evaluation is a constant evaluation to make a better teaching effect. It could help us to know the result of stage-teaching and the progress of students’ learning timely to adjust teaching method. The formative evaluation of individuality-cooperation physical educational mode is the investigation of interests, attitudes, experience and ability of study in the unit.[6]

Final evaluation is a kind of evaluation after finishing teaching activities. It focuses the result of teaching and to determine the final outcome and make an evaluation. The final evaluation of individuality-cooperation physical educational mode includes skill level, learning interests and the ability of self-training.

In the process of teaching, the fair, accurate, timely and flexible evaluation of teachers is helpful for students to know the content of class and to inspire them to forehead. The traditional evaluation of physical teaching always put students on an objective status and evaluated by physical teachers at last.
Individuality-cooperation physical education mode is a combination of process and final evaluation. Final evaluation is an indispensable part in the process of teaching. But simple final evaluation does not have strong impact on adjustment and guidance. Therefore, we need combine progress evaluation with final evaluation to support them. Through progress evaluation, we could adjust the whole teaching process at any time to the desired trend. The evaluation of teachers is a kind of neglect of students and not to mobilize the enthusiasm of learning. The implementation of self evaluation helps students to have a deep understanding of their learning to control and adjust. Correct self-evaluation will produce correct self-criticism and active self-adjustment institutions. Therefore, students will have a tendency of self-control to correctly treat themselves and others. At the same time, they are able to estimate their own results and status in a community. Evaluation from others means the performance of a student is evaluated by his classmates. We could learn from others’ evaluation to evaluate ourselves correctly. In this way, the combination of process and final evaluation, teacher and self evaluation and others’ constitute a complete evaluation system.

Conclusion

Independent-cooperation physical educational model is guided by healthy and lifelong physics with the target of the establishment of students’ physical habits. This mode follows the law of cognition and sports with the approaches of teacher guidance, autonomous and cooperative learning. It gives full play to students’ autonomy and cooperation, develops students’ interests of physics and benefits students’ whole life.

References


