Methods of Improving College Students' Tennis Techniques in Tennis Teaching

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ABSTRACT

As a common ball teaching program in the physical education teaching in colleges and universities, tennis has already achieved good development in the current college physical education and also has made great progress in the curriculum design and arrangement of teaching time. However, the tennis technique of college students is substandard. They cannot well complete some key technical actions and lack profound understanding of tennis. Therefore, the method of improving tennis techniques of college students in tennis teaching is used as the entry point in this paper and the main research content is to explore the progress of tennis teaching and learning.

KEYWORDS
Tennis teaching; tennis technique; methods and countermeasures.

INTRODUCTION

Tennis is a graceful and strenuous sport that usually takes place between two single players or between two doubles. On the tennis court, the players play tennis ball with a tennis racket across the net. With the continuous development of tennis and the continuous progress of Chinese tennis stars Li Na and Peng Shuai, the popularity of tennis in China has been rapidly improved. As a sport highlighting the competition of personal skills, tennis players need to have supernormal endurance and arm strength as well as strain capacity. Although college physical education (PE) is not a career-oriented course, college students should strengthen the tennis techniques to achieve further development of tennis. In this sense, the tennis teaching is of great significance because it is the best scene for college students to learn and practice tennis techniques.

THE CURRENT STATUS QUO AND INFLUENCING FACTORS OF TENNIS COURSES OFFERED BY COLLEGES AND UNIVERSITIES IN CHINA

The status quo of tennis course in colleges and universities

The college PE curriculum is the important medium and platform for students to contact sports practice and perceive sports culture. In the process of setting up a tennis course, there is some mature experience worth considering and sharing, and meanwhile, there are also some shortcomings and problems to be solved. In particular, the tennis teaching requires a large court. But general colleges and universities do not have a ground big enough for all students to carry out practice at the same time, and thus watching and studying in turn has become the main choice of most colleges and
and universities in tennis teaching. At the same time, tennis teaching also requires teachers to have some practical tennis experience and related teaching experience, so that they can clearly explain the rules and some technical points of tennis, such as serve, forehand stroke, backhand stroke, and so on. At present, the teaching methods of PE teachers in most colleges and universities are lack of standardization and regulations. Without any corresponding plan for tennis teaching, they just apply unified technical and tactical teaching without taking into account the individual differences of students or spend too long time on basic knowledge teaching. All of these aspects generate difficulties in the tennis learning process of students.

What corresponds with the teaching is the tennis sports examination which is the main link to test the quality of tennis teaching and results of student learning. Most of the existing examination methods of tennis education are formalized. These methods are dominated by the observation of basic movements or simple actions like the serve and swinging of the racket, rather than the examination of technical skills, which is not a good way to implement the technical and professional tennis; as a result, most students participate in tennis only for entertainment and credits or other similar purposes, which results in the poor overall effect of tennis teaching and low enthusiasm of students for learning [2].

Influencing factors of tennis curriculum

As a sport with wide audience, the setting up of tennis course in universities and colleges is affected by the following 3 aspects, namely the school leadership, teaching-executor and participant. First of all, the school leadership is the direct decision-maker of the actual implementation of the tennis course, because the tennis cannot become a part of college PE curriculum without the approval of the school leadership. This also indicates the effect of policy issues on tennis. With the recognition of the school leadership, the relevant teaching can get necessary funds and equipment support, and even professional research team of tennis teaching can be introduced to better serve the development of tennis in colleges and universities. At the same time, it should be noted that teachers are the direct practice support of tennis teaching, because good teachers can stimulate students' interest in learning by taking advantage of the function and characteristics of tennis. But in fact, most colleges and universities do not have any full-time tennis teacher with relatively rich experience. Different teachers are generally good at the teaching of different subjects, but the tennis teaching in colleges and universities are often undertaken by unprofessional teachers. They teach this subject only by reading according to the book, which is completely divorced from the actual needs and methods. This has become a major factor restricting the development of tennis. Students themselves also become a hindrance to the development of tennis, because the popularity of tennis is significantly lower than that of football and basketball in the group of students. For students who are familiar with other ball games, it is a severe test of both their pressure and endurance to hastily accept a new ball game; and now, the tennis is insignificant in colleges and universities, which is very unfavorable for its development and further spread [3].
Advantages of tennis itself

Tennis is broadly-based and has convenient conditions for its own development. A lot of colleges and universities have built hard tennis court and the number of students who take tennis as the elective course is also rapidly increasing. According to corresponding statistics, the surveyed students who have been exposed to tennis thought that the tennis is moderately difficult and easy to be learnt. Specific findings are shown in Table 1.

The survey result shows that 49.8% of the surveyed students believed tennis is suitable as a lifelong training program. It should be noted that, among these students surveyed in 9 general colleges and universities, some of them understood and participated in tennis activities through non-teaching approaches (the tennis activities of senior citizens in schools or schools nearby). In this context, that nearly half of the students thought tennis is suitable for a lifelong physical training program can verify the charm and fitness value of tennis.

METHODS OF IMPROVING COLLEGE STUDENTS' TENNIS TECHNIQUES IN TENNIS TEACHING

Tennis is a highly skilled sports course. The traditional tennis teaching modes in colleges and universities are often unable to accurately present the importance and corresponding characteristics of different tennis techniques and tactics, resulting in the lack of cognition of students in the learning process, which affects the teaching of tennis. To strengthen the tennis techniques of students in the tennis teaching, special attention should be given to the following aspects.

Strengthening the basic physical exercise of students

The basic physical condition of a student determines whether he can persist and form certain athletic ability in the course of tennis. The physique of Chinese college students vary greatly, while tennis keeps high requirements for students' cardiopulmonary capacity, endurance and other abilities. The actual tennis learning of a student is inevitably affected by his actual physical fitness. Therefore, the teacher needs to apply some targeted physical exercise on students before the official start of the tennis practice and the specific exercise items generally covers basic exercise of

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### TABLE 1. THE DEGREE OF DIFFICULTY OF PRACTICING TENNIS IN STUDENTS’ MIND.

<table>
<thead>
<tr>
<th>Degree of difficulty</th>
<th>Number of students</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very simple</td>
<td>12</td>
<td>11.1%</td>
</tr>
<tr>
<td>Simple</td>
<td>38</td>
<td>35.2%</td>
</tr>
<tr>
<td>Neutral</td>
<td>32</td>
<td>29.6%</td>
</tr>
<tr>
<td>Relatively difficult</td>
<td>20</td>
<td>18.5%</td>
</tr>
<tr>
<td>Very difficult</td>
<td>6</td>
<td>5.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
other sports items, such as shuttle run, jump, horizontal bar exercise, chinning, and so on. These items not only is helpful to strength students' physical condition and endurance [4], but also well match some capacities required by tennis, such as the stable lower limb, arm strength, wrist force, strain capacity, accelerating ability, and so on. Therefore, before the start of tennis teaching, the teacher should organize 10-15 minutes of warm-up exercise to help students find the state of movement and awaken their body to meet the physical requirements, and thereby achieving good teaching practice.

**Strengthening the teaching effect of tennis techniques with the method of multi-ball practice**

Serve practice, as the basic technique of tennis, is of great significance. Tennis practice can start from the flat serve, and then gradually transits to the topspin serve and sidespin serve. Taking into account personal factors, personalized practice can be implemented to achieve special exercise in each field. What should be conducted first is the practice of simple serve. After the students can send the ball into the specified area and maintain a stable state, they can experience the practice of some techniques more complex, including the outside pitch and inside pitch. Secondly, special attention should be paid the two practice methods. When the technique has risen to a certain level, it is necessary to gradually strengthen the tennis-service strength and train the attacking serving. Finally, frequent practice of multi-ball serve can improve training effects.

After serving, students must complete the action of striking the tennis ball back. Stroke can be divided into forehand stroke and backhand stroke. The forehand stroke is the striking technique that students contact earliest. It is a stroke method commonly used in tennis and also an essential technique of tennis. A good forehand stroke capacity makes it easier to obtain score or form winners [5]. In tennis teaching, the teacher should guide students to start from the fixed-point striking practice with the wall and gradually transit to fixed-positioning striking practice at the low-end of the service line. The forehand stroke should be fast and steady. To this end, the teacher should actively do a good job of demonstration, constantly observe and correct students' movements and point out their shortcomings in the process of forehand striking. On this basis, continuous-move-based stroke should be practiced to improve the power and speed of striking. The teacher can change the placement of forehand stroke to guide students to constantly discover the rhythm and feel of their own forehand stroke. In the later period of teaching, with the improvement of students' striking ability, the teacher also needs to guide students to conduct tactical striking training, aiming at increasing score or improving techniques. For the ordinary tennis students, the cooperation of different tactics like line changing of ball striking and return, net-play stroke and chipping can improve the success rate of stroke and the level of techniques. The training of backhand stroke is basically the same as that of forehand stroke. However, the teacher should clarify the relationship between the backhand and forehand to prevent students from the bad circulation caused by single application of forehand or backhand.

After the training of serving and striking, the method to rapidly improve the tennis technique of students is the practice in a versus-mode. In the course of teaching in the past, due to the limitations of the ground and teaching time, the advantages of tennis
teaching cannot be fully played and the versus-mode exercise is very few, so that students cannot experience the multi-player training. Moreover, the ornamental value of tennis and the effect of teaching are greatly reduced. To perfect the versus-mode exercise in multi-ball practice, the teacher needs to select a few players to serve balls and ask them to strike balls at different directions with different speed and different strengths. This method can not only effectively improve the effect of students' multi-ball practice, but can also help to further enhance their actual combat capability.

**Strengthening the observation and study of tennis actual combat—highlighting the situational teaching method**

The actual tennis combat video is the direct source for students to feel the charm of tennis and also an important part of the situational teaching method in tennis teaching. Watching the tennis game video can bring students into the situation of tennis teaching, helping them enter the state of tennis learning faster. In addition to ensuring the update of the video, the teacher should place students at the dominate position in situational teaching. The main objective of situational teaching is to help students have a deep understanding of tennis techniques and tactics, so as to promote the teaching of tennis and improve the comprehensive tennis ability of students. Therefore, “student-oriented” is an important principle. The traditional situational teaching is mainly finished under the guidance and instruction of the teacher, which has a poor effect in arousing the enthusiasm of students' subjective initiative. In this context, students only complete tasks passively and the situational teaching objectives are not really realized. In the future, teachers should reduce their subjective intervention, so that students can carry out self-practice and conduct formal learning based on the deep perception of tennis.

The operability of video teaching is also conducive to promoting tennis teaching. The principle of operability requires schools to design situational teaching according to their actual situation. In addition to the corresponding scene or logic, a feasible situational teaching design also requires that the overall quality of students can fulfill tasks of the situational teaching. For most schools, the multimedia teaching facilities are not perfect enough and the system construction has not fully taken into account the combination of modern teaching methods, so that they still maintain traditional teaching methods without some changes and breakthroughs. Therefore, in the link of situational teaching design, the acceptance of students and the practical results should be fully taken into account when the modern tennis teaching method which is featured by the synchronous implementation of video teaching and court teaching is used, and the teaching plan should be adjusted according to the actual teaching effects.

**Organizing simulated competitions to test and improve students' techniques in practice**

Tennis is a sport developing in competitions. As the basis of tennis competition, the technique is an inevitable requirement and college teachers need a good test method to improve students' tennis techniques and abilities. The introduction of simulated competitions into the teaching link can enhance students' enthusiasm for tennis learning and strengthen their learning of basic tennis techniques. At the same time, students can also understand their own deficiencies and explore further improvement by on-the-spot watching.
In the simulated tennis competitions, a good score system should be established and short-set method (1-2 innings), rather than tiebreaker sets, can be adopted to save time. The teacher can assess students' ability of tennis by evaluating their performance in forehand stroke, backhand stroke, serve and other key techniques. The discussion and summary after competition is also essential to form a good teaching environment.

CONCLUSION

In conclusion, tennis teaching is a relatively large system. College students, as the non-professional people first contacting tennis, have much room to improve their tennis techniques. The study in this paper can provide some suggestions and reference for tennis teaching in colleges and universities, and finally helps to realize the promotion of college students' tennis tactics.

REFERENCES