

# Analysis of Influencing Factors and Development Trends of College Basketball Teaching Reform

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**Abstract.** The basketball teaching reform in colleges and universities is an important part of the new curriculum reform. Basketball is very popular among college students because of its strong teamwork, large amount of sports and wide popularity. At present, there are still some defects in the college basketball teaching, such as the teaching methods, teaching content and teaching evaluation. Curriculum teaching, sports equipment, national policy, etc. will have a certain impact on the reform of college basketball teaching. For most students, college basketball is gradually developing toward leisure sports and popular sports direction, and pays attention to cultivate students' love for basketball projects to develop their good exercise habits. This paper will take college students as the research object, and applies the method of observation and literature research methods, through the study shows that has many influence factors for basketball teaching reform in colleges and universities, including lack of sports resources in colleges and universities, colleges and universities teachers' teaching skills is not up to standard. The development trend of the reform of college basketball teaching is clear, which provide reference for basketball teaching reform of the person.

## 1. Introduction

Basketball sport is affected by large-scale competitive sports events such as the Olympic Games and the NBA. It is popular among college students because of its strong teamwork, flexibility and popularity. The colleges and universities all cross the country will also further popularize basketball through the holding of college basketball leagues, so that basketball can be well developed. With the diversified development of sports, traditional basketball teaching can no longer meet the needs of students. Teachers must develop basketball sports into mass sports, entertainment sports and other aspects through continuous development and reform, allowing more students participate in it so as to achieve better results in physical education.

## 2. Current Situation of Physical Education Teaching in Colleges and Universities

### 2.1 Single teaching method of college basketball

Most physical basketball teachers are solidified in ideological and ways of doing things, so they follow the same pattern in teaching methods because of long-term teaching, and have not carried out innovative reforms in the teaching model. In many basketball physical education classes, students often first run and do exercise, and then carry out some training of passing and dribbling. In the basketball teaching process, teachers only inculcate the theoretical knowledge, and then repeat the training. The time for students to actively think and actively learn is deprived. Teachers do not teach each student according to their different learning abilities, and just train students in the same intensity and in the same way, and even use the running jump shot in the course assessment to evaluate students' final grade. Every time in the physical education class, such repeated and monotonous training is carried out. In the long run, students will lose interest, which is not conducive to the development of college basketball physical education curriculum and reduce the effect of physical education.

## **2.2 Unreasonable arrangement of teaching content of college basketball**

There is relatively a number of students in each class of physical education in college and universities, while basketball has many details and difficulties in dribbling, passing, walking position and posture. In the teaching of large classes, the teaching content planned by teachers is unreasonable. If teachers teach students together, they can not take into account everyone. It is difficult for them to carry out accurate teaching of technical movements, and the teaching effect is not obvious. If teachers teach separately, some students are prone to chat and watch mobile phones on the basketball court. In addition, teachers' class plans about the college basketball teaching are incomplete. They usually divide the overall activity of basketball into many modules, but there is very little connection training between modules. For example, in many basketball classes, teachers often separate the two parts of dribbling and passing. Dribbling and passing are the basic movements of basketball, but they are inseparable during the movement. The separation of these two sports by teachers can easily lead to students' imbalance in the course of playing basketball and their inability in flexible use of basketball.

## **2.3 Defects in the teaching evaluation of teachers**

Many colleges and universities will evaluate teachers based on the course, which is usually done at the end of each semester. However, students has many courses in each semester, and it is difficult for them to evaluate the teaching of more than ten or twenty courses carefully at the same time. As a result, students often copy and paste the same comments during the teaching evaluation, and roughly conduct an evaluation. Because of the particularity of physical education, while teachers assess students, students shall also stand in the same position to give teachers reasonable evaluation and suggestions on their classroom performance, professional skills and teaching methods, so that teachers can reasonably improve teaching methods according to the evaluation given, so as to achieve the goal of jointly creating efficient classroom by teachers and students.

## **3. Factors Influencing the Reform of College Basketball Teaching**

### **3.1 The shortage of sufficient sports resources in colleges**

Sports resources include teachers, students and teaching equipment and venues, etc. With the advancement of education reform, colleges and universities have expanded their enrollment and the number of students has continued to rise in recent years. However, the school's sports equipment has not been supplemented and completed accordingly, resulting in each student being unable to have his own independent basketball or venue for training during class. Suppose there are 30 to 40 students in a class, and there are only one or two basketball courts available, so there are about 20 people on each venue. With such limited venue, students are easy to collide when conducting basic training such as dribbling. If trained in batches, students will not be able to make full use of class time for basketball, resulting a lack of interest. In addition, most college basketball courses are conducted outdoors. Basketball can easily be damaged after touching water or exposure to the sun, and the school fails to repair or replace the damaged sports equipment, resulting in insufficient basketball available to students. This also easily affects the quality of teachers' teaching and affects the reform of college basketball teaching.

### **3.2 College basketball teachers lack innovative teaching skills**

Many college basketball teachers have been teaching for a long time. It is easy for them to form the inertia of thinking, and difficult for them to reform the teaching methods. They always feel that they do not require great results in their teaching methods but only want to spend each semester smoothly. Teaching in the colleges, basketball teachers have relatively high literacy and basketball skills, but if the teaching methods always follow the same pattern, it is easy for students to lose interests in basketball. College physical education classes are usually conducted once a week. As basketball is a skillful exercise, many teachers in the classroom only blindly teach professional skills, and do not organize students to play games, and students do not have free time. It is easy for students to lose

interests in basketball and also erase the enthusiasm of teachers themselves. In addition, colleges and universities lack the activity of organizing physical education teachers for training or exchanging and learning. Teachers rarely have the opportunity to learn new knowledge and new teaching methods. Therefore, it is difficult to make major breakthroughs in teaching reform. If teachers neither learn new teaching skills nor change the teaching mode, it will be unable to carry on the reform of college basketball teaching.

### **3.3 Impact of national policies and college policies**

China's sports industry is booming, and the reform of college basketball teaching is also in full swing, but there are still some defects in the enactment of relevant laws and regulations. The state lacks specific regulations for specific college reform, and the college reform lacks corresponding laws as a basis, so the effect of reform is not obvious. Secondly, in colleges and universities, the basketball teaching lacks specific reform plans and regulations. The goals and schedules of basketball teaching reform have not been clearly pointed out. There is no regular training for basketball teachers to carry out teaching reforms, and there are no corresponding assessment rules. If we understand the reform progress and teaching effect of basketball teaching only through students' teaching evaluation, there will be great limitations. This is also an important reason why the reform of college basketball teaching is not obvious.

## **4. The Development Trend of College Basketball Teaching Reform**

### **4.1 The overall teaching develops towards the direction of individualized teaching**

The goal of college basketball teaching shall be clarified, and group training shall be conducted combined with the actual situation according to the knowledge level and basketball technical ability of different students. The teaching process does not affect the individualized development of students. Therefore, in basketball teaching, individualized teaching for different students with varying basketball skills can not only enable students with better skills to further learn new skills movement, but also enable students with poor foundations to train basketball skills, realizing students' personalized development. The basic training such as dribbling and passing can be taught as a whole, and teachers can organize students to train together. However, in the key skills such as shooting and rebounding, teachers can group students according to their learning conditions and ask the highly skilled students to teach the students who are relatively weak in foundation, thus making full use of the class time and solving the problem of teachers' lack of strength.

### **4.2 Technical basketball sports develops towards leisure basketball sports**

College students gradually step into the society, and their various aspects in the college such as life, study and employment give a relatively large pressure on college students. Students do not have to learn excellent basketball skills in physical education class, but shall exercise independently after understanding the basic knowledge. Therefore, the reform of basketball teaching to leisure and entertainment direction is a performance to adapt to students' needs. Teachers can make the teaching process interesting, such as teaching figure dribbling, passing to students to increase classroom fun, so that students can relax the mood and release pressure in physical education. Therefore, it is a major trend for basketball class to develop towards the leisure and entertainment direction.

### **4.3 Development of college basketball teaching methods towards student independence.**

The teaching reform emphasizes the development with students as the main body. Therefore, college basketball teachers will mostly teach with students as the main body in the teaching process, and increase time for students' independent thinking and independent training. Teachers can group students for independent training, and assess and accept the training results of the group. Teachers will not simply explain technical movements and basketball rules during the teaching, but will organize students to conduct basketball games. Teachers shall try to allow each student to participate in the game in each semester, allowing students to learn basketball skills and rules through practice

and increase students' impression. At the same time, students' independent training enables them to strengthen their own weak points of knowledge, which helps improve their basketball skills.

#### **4.4 Coordinated development of competitive basketball and mass sports**

At present, basketball leagues are often held between colleges and universities or between schools, which has greatly inspired the enthusiasm of college students. The teaching goal of physical education in colleges and universities is to strengthen the physical fitness of students, so that students can strengthen physical exercise. However, basketball is highly skilled. Focusing only on the teaching of skills will result in a large part of students being unable to participate in basketball. Therefore, in the teaching process, teachers should take into account each student, allowing basketball develop from competitive sports to mass sports, so that each student can participate in basketball and experience the fun of basketball games. Through basketball, each student can achieve their training goals and enhance their fitness. But at the same time, for professional teams, the learning and training of basketball skills are necessary, and they shall also strengthen professional training and improve the professional team's competitive level. Therefore, the coordinated development of college competitive basketball sports and popular sports is an important trend for further development.

### **5. Summary**

Basketball teaching is an important part of college sports. However, in the process of teaching reform, there are still influential factors such as the lack of resources, backward teaching methods and unclear regulations. In addition to solving the above problems in the future teaching reform, the basketball sports in college shall be developed towards a leisure direction through changing the teaching methods, so that every student can participate in basketball sports to achieve the popularization and promotion of basketball.

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