

The New Ideas of the Mixed Tennis Teaching Mode in Colleges

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ABSTRACT

Under the background of the "Internet +" education comprehensive reform, aiming at the constraints of the development of tennis curriculum in Colleges and universities, the Internet information technology platform is used to effectively link tennis teaching in class with extracurricular tennis sports, so as to build a tennis teaching mode with integrated characteristics of the times.

Keywords: *Internet +; the mixed tennis teaching; colleges*

1. INTRODUCTION

With the rapid development of tennis in China, tennis, as an elegant sport, is favored by college students because of its unique charm. However, due to the limitation of class hours, number of people, venues and other factors, it is difficult for college tennis courses to meet the overall requirements of tennis teaching objectives in a limited course. With the rapid development of the Internet plus era, the Internet plus industry has penetrated into people's daily life and has affected every aspect of people's lives. Higher education is no exception. Open courses, micro video, live broadcast and other multidisciplinary network teaching methods make up for the deficiencies of many college classroom teaching models. How to integrate the Internet plus mode into tennis teaching in Colleges and universities will be the focus of this study.

2. THE CURRENT SITUATION OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

2.1. Insufficient teaching facilities

In the survey, it was found that the tennis teaching facilities in most colleges and universities are currently lacking. The shortage of tennis courts and the small proportion of students per capita are two prominent problems. Tennis classes in colleges and universities are usually held once a week. At least one class will be arranged at the same time. There are about 20-30 people in one class and 2-3 tennis courts in each class. Tennis is more suitable for small class teaching. If the number of venues per capita is too low, the students' practice is not guaranteed, which will definitely affect the quality of teaching in the classroom.

2.2. Insufficient quality teachers' resources

2.2.1. Teachers' professional level is uneven

The professional level of tennis teachers directly affects their teaching achievements. The professional level generally focuses on the subject knowledge. The subject knowledge of college tennis teachers generally comes from the study of physical education colleges, and some of them are obtained through continuing learning in work practice. Subject knowledge includes: professional basic knowledge, professional subject knowledge and professional frontier knowledge [1]. These three parts need to be mastered through professional courses, and they are also the basis for teachers to engage in this movement. If the courses taught by physical education teachers in colleges are not in line with the majors they study, it will lead to omissions in teaching.

2.2.2. Teaching mode lag

Judging from the overall development of tennis teaching mode in colleges and universities in China, the lag of teaching concept is a big problem. In the actual teaching process, the teaching method of the knowledge structure is single, and there is even a teaching situation of obedience and follow-up. Because this traditional teaching method has not been changed in time, students can't afford to be in the process of learning tennis skills and knowledge, and can't stimulate interest in tennis.

2.2.3. Insufficient teachers' perception of the Internet

The development of Internet technology is changing with each passing day, and the speed of updating is very fast.

Most college tennis teachers have relatively insufficient knowledge of the Internet. In addition, they rarely receive systematic training related to modern information education, so they can use the Internet and tennis. There are not many teachers who combine teaching and apply to college tennis teaching. In addition, due to the lack of awareness of the importance of physical education teachers' information training, the in-service physical education teachers did not receive special training in information education technology, which hindered the development of the Internet teaching model.

2.3. Classroom settings are not scientific

2.3.1. Curriculum setting

College students often encounter courses that are not their favorite courses. There are three reasons for the following reasons: First, when they choose physical education classes, they are restricted by the project and quotas, which may result in some students not being able to choose the physical education programs they like. Second, the school does not have a course with its favorite projects. Third, the teaching method of the teacher is not satisfactory to the students.

2.3.2. Teaching hours

The study time for college tennis courses is about 17 weeks, and the last two weeks of test week, so basically the number of weeks of tennis course study is only 15 weeks. In addition to holidays or rainy weather, only 12-13 classes can be used in one semester. To learn tennis knowledge and subject training, so college tennis teaching is relatively different from other theoretical subjects, and the factors affecting teaching effectiveness are large, and the number of class hours is also small. In addition, most college tennis courses only open to sophomores, and the juniors and seniors did not offer corresponding courses, which caused a break in tennis learning.

3. THE INFLUENCE OF "INTERNET +" ERA ON COLLEGE TENNIS TEACHING MODE

3.1. Negative aspects

The hardware facilities of physical education are the material basis of physical education. The physical environment of a school can not only affect the behavior of physical education teachers and students, but also affect their attitude towards teaching and learning [2]. With the development of "Internet +", students can master the surrounding hardware facilities in an all-round way.

Conditional students will choose to go to the hardware-equipped venues for daily sports, and take the school's physical education curriculum as a pure credit. The behavior, which will inevitably affect the enthusiasm of students in class. In addition, the limitations of the equipment will slow down the teacher's update of knowledge, affecting the introduction of new ideas, resulting in teachers and students at the same time on the physical education curriculum burnout.

In the era of "Internet +", the requirements for teachers are getting higher and higher. In addition to the continuous updating of the professional knowledge base, it is also required to be able to adapt to the changing teaching mode [3]. Therefore, young teachers who can quickly adapt to the "Internet +" model are being contested by major universities and even by social training institutions. Such training institutions can provide teachers with better treatment and meet more needs. This brings more pressure to the introduction of teachers in colleges and universities and exacerbates the irrational phenomenon of the teacher structure.

3.2. Positive aspects

Nowadays, the Internet has become an indispensable necessity in life. In addition, smartphones have become popular among college students. According to some survey reports, Chinese college students spend about 5 hours a day on smartphones, accounting for 22% of the total time of the day [4]. From this point of view, it is a general trend for college students to understand the outside world through mobile phones. Understanding the rich information from the Internet has greatly satisfied their learning needs, and students' learning is in an active position. In addition, the Internet provides a greater degree of freedom, students can follow their own interests, selectively accept information, and help to promote their personalized development.

The advent of the mobile Internet era has made information transfer more convenient. For a long time, the biggest obstacle to the exchange between teachers and students is the issue of role equality [5]. Some students are ashamed of their character and are afraid to present their ideas to the teacher. In the Internet, the two are on an equal footing. Students use the social tools such as QQ and WeChat to ask teachers about the difficulties encountered in sports learning, so that problems can be solved more quickly and conveniently.

4. NEW THOUGHTS ON THE TENNIS TEACHING MODE IN THE AGE OF "INTERNET +"

With the development of network technology and the rise of "Internet +", college tennis teaching faces opportunities and challenges. The college tennis teacher team should actively integrate the Internet platform and innovate

teaching mode. The application of mobile internet technology in college physical education will certainly promote the reform of college tennis teaching. In order to improve the tennis support in colleges and universities to provide new support and guarantee, in view of the current status of tennis teaching, the following suggestions and countermeasures are proposed:

(1) Increasing the investment in college tennis teaching

Tennis court is very important in tennis teaching. Colleges and universities should build indoor (rain court) and outdoor tennis courts. If special weather occurs in the teaching process, such as rain, cold, windy, hazy days, students' courses can be arranged to indoor or rain courts, students' tennis courses will not be delayed. At the same time, we should increase the investment of tennis teaching equipment, such as more tennis, more tennis training equipment, more tennis teaching aids, etc., which is conducive to improving the efficiency of students' tennis learning.

The results of scientific research can also be translated into an increase in the level of teaching. Research funding is the cornerstone for ensuring the normal development of teachers' scientific research. Colleges and universities should pay full attention to tennis research, increase the investment in tennis research, and actively mobilize the enthusiasm of teachers in scientific research so that they can efficiently transform scientific research results into improved tennis. The driving force behind the teaching level.

(2) Integrating the team of college tennis teachers to improve professional quality

The construction of the teaching team is an important part of the reform of physical education in colleges and universities. College teachers in different regions can form a college circle, and the physical education teachers in each university are an invisible and rich resource. Through the Internet, this resource can be effectively integrated. Teachers can communicate with each other online, or they can go offline to different schools for exchanges and research, thus making up for the gap in the imbalance of college tennis programs.

The professional quality of teachers directly affects the level of classroom teaching. It is necessary to increase the training of tennis teachers, not only to improve their professional level, but also to train computers and Internet applications, so that teachers can keep abreast of new trends in tennis teaching at home and abroad, while improving the level of teachers' online teaching. Proficiency in the use of Internet technology, enabling it to quickly integrate into the new model of Internet teaching.

(3) Optimizing the assessment method when increasing the number of college tennis teaching courses

With less tennis lessons, students can't fully grasp the essentials of tennis. Therefore, the tennis course can be extended for one academic year when the tennis teaching class is properly added. At the same time, interested students (third and fourth year) can also continue their studies in tennis through the improvement of tennis. In addition, the opening of a tennis club can also increase the "invisible" class hours. In the tennis club activities,

students can further strengthen the knowledge and skills of the classroom through mutual guidance between students. In a relaxed atmosphere, students have increased their interest in tennis and learned relevant knowledge.

The ultimate goal of tennis teaching should be to guide students to actively participate in the learning and training of tennis knowledge, so the final assessment criteria should be student-centered, more inclined to the usual training situation and participation in the classroom, not just the practice in the classroom. A few standard actions. Because each person's foundation is different, it is more important for teachers to pay attention to the efforts of students and the progress of students. If you only score through the test performance, it is easy to combat the enthusiasm of students to participate in tennis learning. It is recommended to use the mobile phone related APP and other software to record the individual's learning of tennis, and provide the teacher with a rating basis through multiple channels, thus optimizing the assessment method.

(4) Breaking the traditional teaching method and integrating innovation into the Internet teaching mode

The popularity of the mobile Internet makes online classrooms possible. Teachers can record videos related to tennis teaching, allowing students to study under the class. Students can also record their own actions, not only can they understand their movements more intuitively, but also let teachers correct errors online, cross the boundaries of time and space, and improve the efficiency of extracurricular learning. In addition, qualified colleges and universities can even hire well-known teachers or coaches at home and abroad to conduct live webcasting teaching, which not only enriches the content of teaching courses, but also greatly enhances the enthusiasm of students.

In addition, the introduction of the Internet can also be applied to the selection of students. Before the class is selected, let the students first experience the virtual experience and have a concrete understanding of the course to discover their interest. This virtual experience not only stimulates the autonomy of students' learning, but also avoids the resistance caused by choosing not to like sports.

5. CONCLUSION

College tennis teaching should be people-oriented. No matter which teaching mode is used, students should be able to develop a good habit of loving tennis, actively participating in tennis courses and adhering to tennis training. This book aims to explore a new mode of college tennis teaching. Although its teaching effect remains to be verified, it also provides a new way of thinking for college tennis teaching. In the "Internet + tennis teaching" model, it requires the support of the state, the guidance of public opinion, and the attention of various universities. Teachers who are engaged in tennis teaching are constantly innovating the teaching mode. Only in this way can the college tennis education continue to innovate and flourish!

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