

Effective Application of "Question Teaching Method" in Basketball Teaching

Jian Hua

Changzhou University Huaide College
Changzhou, Jiangsu, China 213016

Abstract—The teaching philosophy in physical education points out that the foothold and starting point of the physical education should be the needs of students themselves. Teachers should arouse students' enthusiasm for physical education, change their passive learning habits and make them more active in their learning. Teachers should play a leading role in teaching and improve the efficiency of classroom teaching. This paper has discussed the definition of "problem teaching method" according to the situation of basketball teaching and the way to ask question in basketball teaching as a carrier to improve the learning ability of students.

Keywords—*question teaching method; basketball teaching; independent learning; basketball education in high school*

I. INTRODUCTION

"Curriculum Standards" explicitly pointed out: "teachers shall center on students' development and stress students' dominant role in the teaching". Teachers should help students play their subjective initiative, change the previous full-control teaching mode and transform from speaker into director. Teachers should direct students to change their passive learning habits and help students change the receiving learning into independent learning and inquiry learning, and play their principal status and dominant role. Teachers should leave students enough space to learn and practice. Students can ponder, re-practice and find out answers to questions, and thus improve learning ability. In basketball teaching, students are eager to learn basketball techniques and tactics, and hope to use them in the match. In addition, high school students have ability to analyze and solve problems, for they have theory foundation of basic disciplines, such as mechanics and physiology. If teachers can give some directions and guide students to connect theory with practice in sports class, it could greatly stimulate students' interest in learning basketball and thus improve students' learning quality on movements.

II. WHAT IS PROBLEM TEACHING METHOD?

The question teaching method is also called the question exploration method. In this teaching method, students are the masters of learning. They are practitioners of exploratory behaviors. Teachers should take students as the starting point of all activities in the teaching. In order to improve the learning efficiency of students in the classroom, teachers need to have a good grasp of the teaching materials and find

out the difficulties in technical movements. After that, teachers should create certain situations and use a variety of questions to advance teaching activities. In the whole teaching activities, students can use their own knowledge and experience to find the answer to the question by using the method of analogy, association, analysis and summary, so as to achieve the ultimate goal of teaching and to help students get the ideal learning effect.

Teachers should pose targeted questions in this teaching method, and guide students to examine and weigh them according to a certain way of thinking and then to find the answer to this question. In the process high school students can use their ability to obtain knowledge and teachers shall be in a leading role. The question teaching method has some similarities with the discussion teaching method. The latter stresses on rising a question and finding the answer through discussion, but the former is not limited to discussion. It certainly does not exclude discussion. General steps of the question teaching method in physical education include situation creation, question posing and answer finding. In the practical teaching, teachers should create situation and pose questions according to the teaching material, and thus students can find the answers.

III. THE APPLICATION CHARACTERISTICS OF THE QUESTION TEACHING METHOD

A. Focusing on the Question-posed Method

In fact the creation of teaching situation mainly includes the following types: first, teachers pose a question straight forward. This situation occurs mostly at the start of teaching. The purpose is to help students use their brains and put forward what to learn in the class. For example, "Today we will learn ...?", "After yesterday's study, do you find that ...?" and "Do you know why?". Second, teachers organize students to watch match or carry out activities to practice what they learned and help students experience the knowledge personally. Then guide students to find problems in it. For example, "Did you notice that some students could catch the ball and some couldn't in the game? Why?" Teachers can also take advantage of students' star-chaser psychology and play famous hoopman's match video to help student develop interest in basketball.

B. Focusing on the Randomness of Questions

There are two types of questions in the "question teaching method". One type is presupposed question and the other is non-presupposed question.

The presupposed question generally refers to directed question that is generated from teaching situation created by teachers before class according to teaching materials and students' physical and mental characteristics. Students carry out analysis and discussion according to directed questions, and find the answers to questions in practice. In basketball dribbling teaching, teachers can set questions before class according to different hit positions. For example, why man goes ahead but ball goes backward? Teachers can ask students to analyze the reason to this situation and to practice and find the answer. They will find that it is because of the wrong hit position. Ball goes forward only when we hit the post upward position. When teachers are teaching ball passing and catching, they can design technical questions for students to think. For example, why receiver should not palm up when catching the ball? In the training process, teachers should guide students to think and find the answers. But it is necessary to note that teachers should give students full encouragement timely based on the students' learning situation.

The non-presupposed question generally refers to question that students themselves raise in practice. Teachers can answer the questions publicly or personally due to the public and personal characteristics of the question. Therefore, it has a high requirement on teachers' personal qualities. Teachers should not only master all technical movements but also have the ability to deal with problems flexibly. Once I was teaching one hand over shoulder shot in basketball class. One student suddenly asked: "why I always can not spin when dribbling the ball and giving a spin jumper?", as he was practicing. This problem is not simple for me, because I was not familiar to this sport at that time. So first I calmed myself and ask the student: can you show me your movements again? When he played, I followed him and practiced. Soon I found the reason. In real teaching, there are many unsuspected factors. Teachers should deal with them in a timely and wisdom manner. Teachers should treat students as the center of teaching activities and help them really get enthusiasm and passion for learning.

C. Focusing on Each Link in the Answer Finding Process

In practical teaching, teachers pose question or students find problems by themselves. Teachers should guide students to analyze and solve problems proactively and inspire students to use the knowledge of physics, mathematics and other related disciplines to solve the problem, so that students know the whys and wherefores. It helps student to connect theory with practice and accelerate the students' speed to master knowledge and improve their athletic ability. For example, why the bigger the passing power is the higher the ball will bounce? Why the ball may go to different directions when you pass the ball? It involves in the principle of acting force and reactive force in physics. For another example, how can we reasonably use the kinetic energy and potential energy in lay-up shot? What track will the ball

follow? The problems seemingly are simple, but they have a great role. Students can explore and find the answer to these questions and thus improve their learning ability gradually. In this way, the actual effect of daily teaching activities will be greatly improved.

IV. THE APPLICATION STRATEGIES OF "QUESTION TEACHING METHOD" IN BASKETBALL TEACHING

Teachers have a lot of choices in physical education, for there are many good teaching methods. Teachers should choose the teaching methods according to teaching materials and students' learning state. We should know that not all technical movements could meet the application requirements of "question teaching method" in basketball teaching. So teachers shall select teaching methods according to specific teaching situation, rather than apply mechanically or follow the trend blindly.

A. Requiring to Keep Classroom Atmosphere Relaxed in the Application of "Question Teaching Method"

According to psychological research in recent years, people are more willing to express their opinions and feelings when they feel safe and are in a comfortable environment and atmosphere. Therefore, in physical education class, teachers should firstly make full preparations before class and take every detail of the class into consideration, especially the safety issues, so that students could learn in a safe environment and the teaching target can be achieved. Of course, there are not such many risk factors in basketball teaching. But teachers should pay attention to classroom routine, and emphasize disciplines and rules. Secondly, teachers should establish harmonious relationship with every student. Teachers should create appropriate teaching situation and help students engage in learning atmosphere actively, so that they can think and practice independently. PE teachers are not all rounder. For a basketball teacher without engagement in basketball, it is a learning and progress course in the explanation of basketball knowledge to students. Just as a Chinese idiom says "to teach is to learn". Teachers should adjust positioning and prepare teaching contents before class and use all kinds of methods to arouse students learning enthusiasm and interest, which will establish a good foundation for the "question teaching method" to play its unique effect.

B. Requiring Students with Certain Foundation in the Application of "Question Teaching Method"

What's the object of the "question teaching method"? In fact, its object is student. For most of students they have a strong curiosity and the ability to carry out research and put it into practice. But students' situations are different from each other. Some students are fond of basketball and have certain knowledge before. In this case, teachers could apply the "question teaching method" to carry out teaching activities. The whole teaching process should be relatively smooth. But some students have no interest in basketball, and they know very little about this sport. Some students may not meet the physical conditions for basketball. Under the circumstances, the teaching atmosphere will be very

awkward and embarrassing if teachers insist on using the "question teaching method". So, teachers should know students' situation first and choose appropriate teaching methods according to specific situations. It is not wise for teachers to use only one teaching method in teaching. For difficult movements, teachers should first let students practice and think and then raise questions.

In basketball skills and tactics teaching, the ultimate goal is to teach students how to watch the game, play the game and play a good game. So in teaching skills and tactics teachers should let students understand the whys and wherefores, the purpose of this action and the tactics and under what circumstance should they use the action and tactics. Teachers often tell students what they should do and what they should not directly in previous teaching. Students only receive what teachers teach passively. Students learned but remember nothing. If we can properly use the "question teaching method" in the teaching, it will get twice the result with half the effort. How can teachers use the "question teaching method" in basketball teaching? The paper has given some living examples in basketball teaching in the following.

C. Having Certain Requirements on Teachers in the Application of "Question Teaching Method"

For an ideal teaching effect, it is very important to pose an effective question. In the teaching of basketball, it is very important to pose a question and to wait for students' answer, to guide students to find the answer and to make feedback to students' answers, for they will directly affect the final effect of "question teaching method". It is the first step of "question teaching method" to pose a question. How to pose a question directly reflects the teachers' teaching art and professional quality. For example, when should teachers pose the question? Who should teachers ask and what sequence should teachers follow in asking questions? What methods should teachers use in asking questions? And how long will teachers leave for students to think? Scholars of the United States believe that teachers need to notice two time points in asking questions. First, how long should teacher leave for students to think? In general, it is the best to leave students more than 3 minutes for practice, for it can improve teaching effect effectively. Second, how long should teachers give after students give the answers? Many kinds of methods can be used to guide students. For example, teachers can encourage students timely, give a hint in a specific place, give a similar example to explain the problem, show students directly or transfer the problem into a simple problem. It is also very important for teachers to respond students' answers. Teachers need to deal with the relationship between questions and answers. Teachers need to make a timely response to the students' answers, for it can really achieve the teaching purpose of "question teaching method", improve the learning effect, and help the students gain knowledge and improve learning ability.

In teaching "running passing and catching", teachers can create two situations to help students grasp two techniques, dribbling and passing in fight and develop students' their spirit of cooperation. First is one-to-one dribbling and

tackling game in the preliminary. Teachers help students be familiar with ball by game first, for it can improve students' interest. After the game, teachers should ask questions timely. For example, how can you protect your ball from losing in the game? What's position you hit the ball? Give some key tips. After review all passing techniques, teachers can organize students to play two-to-two game with dribbling and passing techniques. After the game, teachers can ask students questions: ① What kind of techniques did you use in the game and in which situation did you use? ② Is it foul to pass ball in situ? Who can show us? In this way, teacher could introduce main teaching content into class. After demonstration and explanation and students' practice, let students to play the second game with the question: when should you use standing passing and catching? When should you use running passing and catching? Finally, after students analyze and answer questions, teachers can demonstrate faulty movements of "walk with ball" and "double dribble" and asks students to analyze the cause of foul. In this way, teachers put basketball rules into teaching.

V. CONCLUSION

The "question teaching method" has very important significance for basketball teaching, for it can help teachers improve classroom teaching quality and achieve better teaching effect. The teaching philosophy in physical education points out, the foothold and starting point of the physical education should be the needs of students themselves. Teachers should arouse students' enthusiasm for physical education, change their passive learning habits, and make them more active in their learning. Teachers should play a leading role in teaching and improve the efficiency of classroom teaching. This paper has discussed the definition of "problem teaching method" according to the situation of basketball teaching and the way to ask question in basketball teaching as a carrier to improve the learning ability of students.

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