

The Experimental Analysis of College Hierarchical Badminton Teaching

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Abstract. Hierarchical teaching is a teaching model by which teachers take the appropriate method to teach according to the different levels and personalities of students. Taking the 200 students of tennis teaching class as respondents, this analysis makes a research about hierarchical teaching by means of document analyses, experiments, observations, and questionnaire surveys. Therefore, we can get a conclusion that the hierarchical teaching has an important effect on students' individual quality and sports level, and also plays a positive role in the quality and the efficiency of college badminton teaching.

Keywords: Hierarchical teaching; Sports level Enthusiasm; Teaching quality.

1. Introduction

At present, the teaching method in college physical education teaching adopts hierarchical cooperation is after the practice teaching reform a new teaching mode, this kind of teaching mode to carry out the teaching according to their aptitude. Although the hierarchical cooperative teaching method in physical education teaching in some areas have some lessons, but in the badminton teaching the application is still in exploring stage. University sports departments in is one of the main teaching form, this form of teaching is an important content of physical education reform, according to the requirement of the reform, the reform of teaching method must have certain innovation.

2. The Experiment Design

2.1 The Purpose of Study

Hierarchical teaching refers to a kind of class-divided teaching according to students' individual differences and ability to accept things when the teacher arranges teaching content, teaching methods, and teaching measures. The purpose of this experiment is mainly a different teaching model by making comparisons between different models of college badminton teaching.

2.2 The Object of Study

The study selects 200 students from 4 classes of tennis of Grade 2015, and divides them into 2 groups (A/B). Group A takes the small class teaching as the experimental group while Group B takes the big class teaching as the contrast group.

2.3 The Study Methods

①Document analyses: First, we make it clear about the way to carry out the hierarchical teaching by searching for, collecting and studying the related documents from the theses, journals, books and websites of the school libraries and computers to make sure the positive effect that the hierarchical teaching takes to students. ②Experiments: Before the class, we need make a test about the basic skills (backhand ground stroke, serve a ball, etc.) of students from experimental group and contrast group. And then teach the students from experimental group with hierarchical teaching according to their different levels and personalities while teach the students from contrast group with the traditional big class teaching model. ③Observations: In the regular period of the same term, we'll observe students' condition in class including their presence, enthusiasm and skills, and we'll make a comprehensive assessment to their classroom instruction effect at the end of the term. ④Questionnaire surveys: For surveying students from the two groups, we'll make a questionnaire about fundamental knowledge, skills of badminton and satisfaction with the class teaching.

Table 1 In the two groups before and after the experiment the students forehand number 60 seconds

	The total number of people	The average number before teaching	The average number of after teaching	The highest number before teaching	The highest number after teaching	The minimum number before teaching	After teaching the lowest number
Group A (experimental group)	100	33.0	34.6	32	34	27	25
Group B (control group)	100	29.2	28.4	31	32	19	18

3. The Study Results

Table 1 makes a comparison of the number of forehand strokes of the two group students in 60 seconds before and after the class teaching. It can be seen from the table that both the average number and the max number of hitting the ball of the experimental group have increased after the teaching. However, for the contrast group, although the max number of hitting the ball has increased to some extent, the average number of hitting the ball has dropped actually.

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Table 2 In the two groups before and after the experiment the students backhand number 60 seconds

	The total number of people	The average number before teaching	The average number of after teaching	The highest number before teaching	The highest number after teaching	The minimum number before teaching	After teaching the lowest number
Group A (experimental group)	100	32.1	33.4	33	35	27	24
Group B (control group)	100	27.6	28.1	31	32	26	25

Table 2 makes a comparison of the number of backhand strokes of the two group students in 60 seconds before and after the class teaching. It can be seen from the table that both the average number and the max number of hitting the ball of the experimental group have obviously increased much more than that of the contrast group after the teaching. Meanwhile, the min number of hitting the ball of the contrast group drops from 27 to 24, while for the experimental group, it just drops from 26 to 25.

Table 3 two groups of students to the class

	The total number of people	Not absent from class	Absent from class one	Absent from class two	Absent more than 3 times
Group A (experimental group)	100	89	7	3	1
Group B (control group)	100	73	6	12	9

Table 3 shows the presence situation of the two group students in a semester. It can be seen obviously that the number of the students from the contrast group who are absent from class more than 3 times is far more than that of the experimental group. Simultaneously, the number of the

students from the experimental group who never miss the class is 89, while for the contrast group, it is only 73.

Table 4 students to class satisfaction

	The total number of people	quite satisfied	satisfaction	general	Unsatisfactory
Group A (experimental group)	100	80	13	7	0
Group B (control group)	100	21	50	19	10

Table 4 indicates students' classroom instruction satisfaction through the questionnaire survey statistics. From the table, we can see that 80% students **of group** are very satisfied with the classroom instruction pattern, but for group B it is only 21%. Simultaneously, none of the experimental group is unsatisfied with its classroom instruction pattern, but for the contrast group, there are 10 students.

4. Conclusion

(1) Hierarchical small-class teaching is based on different levels of competency and their aspiration. It not only improves enthusiasm of students, but also makes all levels of students establish goals and join in the classroom activities independently according to their own different situations. It can help students improve their technical skills and comprehensive performance, strengthen the communication between teachers and students, promote the friendly relationship between teachers and students, and build a good teaching environment.

(2) Hierarchical small-class teaching has the strong pertinence. For classroom teaching to different levels and different types of students, it has different teaching requirements and teaching methods, which not only can effectively improve the students' self-confidence, but also can make the students strengthen their own sense of achievement in the classroom learning. At the same time, teachers choose different ways of education that can not only make students get personalized development, but also can effectively improve the teaching quality.

(3) Through this experiment study we can find that using the hierarchical teaching method in badminton teaching can not only stimulate the students' learning enthusiasm, improve the students' physical quality and athletic ability, but also sharply reduce the phenomenon of students' absence from class and enhance the students' satisfaction with the classroom instruction.

References

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