

The Application of Linguistic Art in Outdoor Sport Teaching

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Abstract

Outdoor sport is a popularly favored newly emerged sports item and leisure-enjoying way. Courses concerning outdoor sport are heartily embraced by college students. The reasons are that, in accordance with time, venue, teaching objects and teaching content, in the teaching of outdoor sport, teachers can apply language art skillfully, which can help organize outdoor teaching in a lively and orderly way. This application of language art can also accelerate students' learning and mastering of motor skills and improve their learning quality. Moreover, it can increase affective interaction between teachers and students and harmonize their relationship; a favorable classroom atmosphere can thus be created.

Keywords: Language art; Application skills; Outdoor sport; Classroom teaching

Introduction

The Outline of Teaching Guidance in Ordinary School's Athletic Program promulgated by the Ministry of Education put forward reformation requirement which is we should make full use of air, sunshine, water, river, lake, sea, beach, field, forest, mountain, grassland, snow field, and waste land to develop the teaching and training in the aspects of surviving in the wild and daily life, and to exploit natural environment resources[1]. The outdoor sport course as a newly athletic program develops rapidly and plays an understand-

ing role in the process of quality education. Outdoor sport is a kind of athletic sport exercised in the activity sites like natural mountains and some other natural sites [2]. The theory foundations of outdoor sport course are theories of sport training, pedagogy, psychology, management, organizational behavior, and the course broke through the traditional model of athletic course, which combines school, society and nature together in the aspect of teaching space, uses the theory of linking theory with practice, makes class teaching and outdoor practical guidance integrated and fully presents the educational connotation of resulting from practice, depending on practice and serving practice[3]. The programs of outdoor sport include field survival, hiking, orienteering, climbing, rock-climbing, skiing, skating, drifting, tracing, canyoning, cable-sliding, self-saving, rescuing, and the Outdoor Expend Training which integrated designs all those programs together to have an exercise on purpose.

Language is a tool for people to express ideas and communicate emotions, a medium for people to recognize and understand objective world, and an important expression method in outdoor sport class to organize teaching. Teachers impart knowledge to students and communicate emotions with students through language which is the most basic and important way in all teaching activities, though outdoor sport teaching has its own specialty, there is no one can be excepted. No matter how flourishing the science is,

how advanced the modern teaching is, the role of language in the outdoor sport class is irreplaceable. Teacher's elegant linguistic art can stimulate students' indirect learning interests, thus can enhance the quality of outdoor sport teaching. In turn, teacher's poverty of speech, shortage of vocabulary, the serious problem of language expression will lose students' trust, influence students' learning interests and finally lead to the failure of teaching.

1. Example of case and discussion

1.1 [Case 1]

An outdoor sport class of social sport major in a school hired a foreign advanced coach who has been trained for more than 3 years and has participated in external teacher's lecture on mountain rescue many times. This teacher has professional skill and skillful practice, but for he's lack of necessary communication skill in his class, his words fail to convey the meaning and correctly present teaching content; or he just echoes what the book says and cannot explain the essentials of technique. In technique guidance, he just give a demonstration without explaining, and sometimes sternly rebuked students for their dullness. Students once thought that the expert could bring them some new technology and ideas, at last, they learned nothing and in turn got a bollocking, then they feel disgusting in the class.

1.2 [Case 2]

The social sport major of one college has provincially characteristic professionalism, the school is students' 100% first-choice college during the enrollment of college entrance examination. But in the outdoor sport class, some teachers cannot carefully and thoughtfully explain theoretical knowledge or even totally unable to explain; In the practical teaching, they

can't explain and demonstrate about the basic technique and basic skill, who even hand out the equipment to students for self-research and adopt the sheep style management. Thus cannot stimulate students' learning interests, in turn seriously decrease students' motives of study. So it is difficult to consolidate students' professional knowledge, and lead to about 20% students apply for changing to other major to study by the end of the first year. And this problem continuously appears for several years.

1.3 [Discussion]

Language is a kind of art and channel for people to express emotions, communicate ideas and spread information. When teacher is teaching in the outdoor sport class, except some necessary demonstration of basic skills, the rest of teaching is finished through language. In the outdoor sport class, teachers should make fully use of linguistic art, create a kind of teaching atmosphere which is relaxing, happy, vivid, lively, knowledgeable and attractive in the process of teaching. And through which can stimulate students' motives of study and enhance teaching quality.

In case 1, the teacher has rich practical experience and skillful operative technique which is the favorable basis to teach the outdoor major well. But he is lack of effective communication skills and no artistic at all, who is just like "the teapot is full of dumplings which don't come out", that is, he has profound knowledge, but he just cannot speak it out. And students do not understand and accept what he explained about the knowledge. In technique guidance, the teacher ought to compensate for his shortage of theory explanation through his body language and stimulate students' longing for knowledge and confidence by using encouraging language, however, the teacher rebuke students for their dull-

ness which severely discourage and decrease students' study enthusiasm, and finally students have resistance moods.

In case 2, the teacher cannot carefully, specifically or even thoughtfully explain because of his poverty of speech and shortage of words. But that is just what for the accurate reflection of the level of instruction and teaching attitude. In the practical teaching, they can't explain and demonstrate about the basic technique and skill, and adopt the sheep style management which is lack of technology guidance and emotion exchange with the students, leading to the loss of trust to their teacher, despising the teacher and the vicious circle of the conflicting atmosphere in the class. The weariness crawled over students lead to the serious failure of teaching.

Through the above 2 cases, we can see that language is a very important tool for teacher in the class. In order to teach every outdoor sport class well, teacher should have solid language attainment, and be skilled in applying the art of linguistic art.

2. The application skills of linguistic art in outdoor sport teaching

2.1 Oral language

Oral language is the chief language during the process of teaching, which is needed to transfer related information for the introduction language, instruction language, the explanation of theory and technology guidance.

Introduction language . In each class of outdoor sport teaching, the teacher should in good spirits and adopt the passionate and persuasive language to attract the students' attention. The teacher should also introduce the class's content, teaching target, the principle and methods of the safety monitoring to convince students of correctness and realness of the teacher's instruction and guidance. There-

fore, students will be happy to work hard according to the requirements of the teacher, which is meaningful to the smoothness of the class.

Instruction language. Outdoor sport teaching is mostly outside the classroom. Because of the huge space and broad perspective, the teacher's command should be energetic and loud with suitable relaxation, thus can attract students' attention. Command of execution and preliminary command should also be abstinent and well-balanced. The voice should be loud, pronunciation be clearly, rhythm be nursery, language be coordinate. When giving the order to students, teacher should reserve some time between the command of execution and preliminary command considering the psychological "reaction time" of students. In the class, teacher's language must be resolute and clear, and without ambiguity and vacillation.

Oral explaining language . Teacher's verbal language skill is a very important symbol to measure teacher's level of teaching. For a teacher is a man who transmits the way , imparts learning , and dispels doubts which must depend on language. The level of teacher's oral language skill can influence their effective function of leading role and students' study results. The fulfillment of passion, charm of language, inspiring and accurate, lively and fluent explanation, which is one of a important method to lift teaching quality. Thus teacher's oral explaining language must be clear and accurate, logical and ordered, systematical and complete, scientific and exact, through which students may feel interesting and remember firmly.

In outdoor sport teaching, the expressive art of teacher's oral language should pay attention to the following points: A. teacher's language should be correct and clear, distinct and lively, contagious and expressive. The teacher

should also form the teaching language which has the characteristic of correct pronunciation and clear speaking, and make their voice have the charm of art, and all of those must be based on pronunciation and pronunciation skill. B. express and exchange emotions by using motivated language. During the process of teaching, the teacher should make a close study of some certain outdoor sport program on technology essentials, teaching methods, theory, and also every movement's scientificness of language usage, continuous deliberation and argumentation before the class, thus can meet the requirement of the class. In class, succinct language is needed, and it is much better to use motivated language to increase students' interests in study and form a kind of bilateral activity atmosphere, through which teacher can impart the basic knowledge and basic technology of outdoor sport very well. C. humorous and funny language is the lubricant of class teaching. A certain amount of sense of humor and teaching wit behavior is an indispensable and effective way to adjust the emotions between teachers and students. A teacher with the sense of humor and teaching wit can easily control the teaching in an effective way and create a very kind of psychological atmosphere in class.

2.2 Body language

Body language is the process in which the teacher convey information by means of the position or movements of their body. The most remarkable characteristic of body language is its strong sense of image[6]. The teacher should combine the artistic expression of body language and excellent skills of outdoor sport to show the infinite charm of body language in the all teaching activities. The teacher can divide technical gestures through body language to make students' observe clearly; and through the demonstration of

body language, students can imitate and practice repeatedly. Body language can increase oral language's expression of results, convey information, exchange emotions, reflect someone's knowledge, moral character, interests, temperament, attainment, etc. , fully show the teacher's graciousness, help students learn the perceptual knowledge of movement, and build exact image of movement. At last, through repeatedly practice, students can grasp the essentials of movements.

2.3 Psychology of language

Psychology of language makes people feel the emotions and ideas by using an indirect way, but cannot express through oral language, at the same time, which is also a process influencing people's psychological state. In outdoor sport teaching, the tacit agreement and credibility between teachers and students can form a kind of psychological climate of class or collective psychological tendency which is also known as "psychological climate of classroom". And the fine psychological climate of classroom is the very important environment for class teaching to achieve success.

The expression in one's eyes is a reflection of psychology and thinking. Teacher's first communication with students when he walks into classroom is eye-contact which can convey the emotion to students in a soundless and shapeless way and makes students quickly have the class state. Teacher's mood is the reflection of character force. The mood is very contagious, teacher's mood in the class can directly influence students' mood. The teacher should with a inspired, positive, enthusiastic and optimistic mood to face with students, close to students, and influence students, and shouldn't have depressed ,bad mood and sentiment in class. Teacher's optimistic mood depends on pleasant mood and deep love for outdoor sport teaching. Only you love the

outdoor sport teaching, will you have pleasant mood in the class; and only you are pleasant, will you in the optimistic mood.

3. Linguistic art in the atmosphere regulation of outdoor sport teaching

Vivid and lively teaching language is the activator of teaching, the teacher apply vivid and lively language to describe the process of movement essentials[7]. Teacher's teaching have to conform to the law of cognition which is from the simplest to the most complex, the superficial to the profound, abstraction to concretion, the particular to the general, the unknown to the known, which can regulate and control the teaching atmosphere. If a teacher without excellent eloquence and his language is not lively and vivid, even if the content is interesting, his teaching could be dull and uninteresting.

3.1 The guidance of linguistic art is the beginning of a good class

“A good beginning is half the battle”. In order to have a outdoor sport class with a good result, The first step is the beginning of the class, teacher should make full use of guiding function of linguistic art, after the introduction of the class's content, teaching target, teaching requirement, the principle and method of safety monitoring, who should adopt appropriate way of teaching to guide the students to class situation according to students' psychological and physical state. The methods the teacher usually adopt including : the drive-in type, the teacher simply and clearly go straight on the topic; the questioning type, the teacher ask questions and guide students into the new areas of knowledge through exploring and answering questions; the type of learning the new by restudying the old, the teacher connect the previous

knowledge with the new teaching content gradually.

3.2 Linguistic art should run through the theory and movement explanation from beginning to end.

In outdoor sport teaching, the teacher depend on oral language and body language to explain essentials of sport knowledge and actions of sport skills. The teaching environment of outdoor sport is broad, which is easily scatter students' attention, so the teacher need to use different tune, rhythm and language force. The application of language intonation should be appropriate, the teacher should flexibly grasp it according to its content and character. Teaching language is required to be concise and to the point, focuses on the center of teaching content, makes clear key points, decentralizes difficult points, solves key points, and all of which are connected with each other. The usage of lively and vivid language in teaching can make students really impressed by what teacher described about technical gestures, and when teacher doing the gesture without teacher's stress, students can be in the best spirits to seek knowledge and learn gesture within limited study time. In the whole process of teaching, the application of linguistic art is running through teacher's teaching organization, theory explanation, guidance of action practice, and creation of psychological atmosphere in class, etc.

3.3 The choice of words at the end of the class should make students have Peak Experience

Peak experience is the highest experience obtained from the accumulated process of some certain enginery study or some kind of activities. In common language, peak experience is that participants can find the most satisfied and the happiest moment like “ the real me” ,“ the new confidence” and so on in the activities of out-

door sport. Therefore, the chosen language at the end of the class should state the teaching content of the class, and students' performance, give tasks after class, besides, make full use of expected and encouraging language. Thus, students will be inspired by obtaining affirmative self evaluation and seeing their own good, and whose memory trace of awareness of knowledge and skill practice will be further consolidated. It is very good to stimulate students' interests of studying hard.

4. Conclusion

On earth there is no dull knowledge, but only dull teaching. During the process of outdoor sport teaching, teacher's linguistic expression is a kind of technology and art. Through teacher's active exploration and bold innovation on linguistic art in the outdoor sport teaching, thus students can really enjoy the fun of outdoor sport, be impressed by the infinite charming of outdoor sport to the full extent and get all-around development. If the class teaching of our every class can focus on the linguistic art, then students will be motivated to learn actively. Finally, the

whole teaching quality of the school can have a big leap.

5. References

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