Applied Study on "Match —Tactics—Technology"Teaching Philosophy to Selective Volleyball Course of Universities

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Abstract. In order to meet the requirements of physical education reform at general college, fully mobilize the enthusiasm of students, enhance the interest of student in volleyball, improve the quality of teaching in selective volleyball,this paper, basis on the concept of volleyball training of young people abroad. introduces the 'match — tactics—technology'teaching philosophy to the selective volleyball course, validate the'match—tactics—technology'instruction mode is feasible and fruitful at general college by the teaching experiment.

Introduction.

The teaching philosophy is the precursor of the education behaviour, whose transition is linked to the trends of the education reform. The new development of the current Chinese education should adhere to the idea of being bold in absorbing all the achievements of human civilization and brave in exploring and testing, as well as to develop and improve the socialist educational system. The effective teaching of the foreign education could be borrowed and localized, on the basis of which new teaching methods could be explored.

Consequently , this essay aims to study the philosophy and method of teaching and training of the foreign volleyball and introduce it to our physical education teaching. It has practical guiding significance in changing the traditional teaching philosophy and promoting the education for all-around development. Besides it helps deepen the reform of PE courses in universities and provide a new thought to improve the quality of physical education.

The object of study and research method.

1. Object of study : Applied Study on "Match —Tactics—Technology"Teaching Philosophy to Selective Volleyball Course of Universities

2. Subject : eight selective volleyball classes in four universities in Guangdong, namely Zhongshan University, Guangdong University of Foreign Studies, Southern Medical University and Dongguan University of Technology City College, are selected randomly, each of which has an experimental class and a control class. The experimental class has 155 people and the control class 156 people. There are 311 students in all and each class has approximately 40 students.

3. Research method :

3.1 Literature method.

Looking for relating pedagogy and physical education teaching philosophies and journal articles and systemizing and classifying and analyzing them to lay the theoretical foundation for this study.

3.2 Questionnaire survey.

Before the teaching experiment, conducting a questionnaire on the acceptance, the feasibility and other questions about 'competition-tactics-technology' teaching philosophy by students and volleyball teachers. After the experiment, conducting a questionnaire on those two effectiveness of the two teaching methods and other questions.

3.3 The teaching experiment.

The experimental classes use the 'competition-tactics-technology' teaching method while the control classes use the traditional one. Each class is consistent in contents and process. The experiment begins from March in 2009 to February in 2010. The teaching lasts 18 weeks including

36 lessons.

3.4 Mathematical statistics.

The questionnaires and the teaching statistics in the teaching experiment in this study are to be analyzed by the SPSS.

The experimental results.

Before the experiment, test those two groups of students on their physical conditions and three basic technologies.

Table 1 the comparison between those two groups on their physical conditions before the experiment

Items	x±S(experimental group)	x±S(control group)	t	p
Three meters of the mobile	7.53±1.18(s)	7.50±0.92(s)	0.110	0.913
Throwing the shuttlecock	6.26±0.18(s)	6.23±0.16(s)	0.122	0.904
Standing long jump	2.00±0.38(s)	1.89±0.34(s)	1.354	0.180

Table 2 the comparison between the standard results and the evaluation results of basic skills of the two groups before the experiment

	Passing		digging		serving	
	SR	ER	SR	ER	SR	ER
x±S（experimental）	62.19±1.386	4.11±0.284	66.37±2.017	5.44±0.274	49.63±4.046	5.44±0.172
x±S(control group)	64.85±1.273	4.41±0.363	62.96±1.807	5.11±0.308	42.22±4.042	5.37±0.186
T	1.417	0.643	1.258	0.808	1.295	0.293
P	0.162	0.523	0.214	0.423	0.201	0.771

PS：the full score of the SR is 100. The full score of ER is 10.

We can draw an conclusion from the the above two tables that the original levels of the physical conditions and basic skills of these two groups are different slightly tested by T($P \leq 0.05$). As a result, the groups follow up with the requirements of the teaching experimental design. The experiment can go on.

The table 3 indicates that there is no significant difference in passing scores between these two groups($P > 0.05$)； there is significant difference in digging and serving scores tested by T($P < 0.05$) that the experimental classes are better than the control classes. That is to say, the new teaching philosophy applied to the selective volleyball courses in our country can also meet the requirements for students. The ‘competition-tactics-technology’ teaching philosophy is feasible in our country.

Table 3 the comparison between the standard results and the evaluation results of basic skills of the two groups after the experiment

	Passing		digging		serving	
	SR	ER	SR	ER	SR	ER
x±S（experimental）	80.95±8.276	6.15±0.231	81.33±7.957	6.85±0.286	60.00±4.270	6.67±0.287
x±S(control group)	79.55±7.045	5.96±0.181	73.73±8.263	6.07±0.213	47.41±4.289	5.85±0.261
T	0.569	0.631	3.439	2.181	2.080	0.358
P	0.573	0.530	0.001	0.034	0.042	0.032

PS：the full score of the SR is 100. The full score of ER is 10.

The analysis and discussion.

1. The theoretical foundation of the ‘competition-tactics-technology’ teaching philosophy

1.1 guided discovery

The guided discovery put the students into the real situations and let students solve the problems they meet with the guide of teachers. The process is consisted of the following processes: posing a problem-building up a hypothesis-making a plan-verifying the hypothesis-summarizing and improving.

1.2 the teaching materials of the volleyball courses of ASPE.

The Coaching Youth Volleyball books and teaching materials provided by ASPE propose elementary training. The basic idea is to learn tactics and then technologies based on competition. It emphasizes what to do and then how to do in the competition.

2. The teaching design of the 'competition-tactics-technology' teaching philosophy

2.1. the teaching process of the volleyball

In the 'competition-tactics-technology' teaching philosophy, the basic idea is to learn tactics and then technologies based on competition. The process should be joining in the competition, learning the tactics and learning the technology.

2.2. the teaching process of the skills unit

2.2.1 the changeable volleyball competition

Before the class, the teacher need to be aware of the real conditions of the class, including number of students, sex ratio, basic conditions of technology, cite equipment and so on. Then , teachers need to design some competitions according to the situations to learn a certain part of the volleyball competition specifically.

2.2.2. Helping students with how to do in a competition

The teachers should be able to find out the problems in the teaching maches. The competition should be stopped if any common phenomenons are found. Then, the teachers need to ask some simple questions and explain and discuss the competition.

2.2.3. Teaching the volleyball technology.

Only when students realize that related technologies are needed in the competition that the teacher can teach the single technology by training specifically.the teacher need to introduce the technology, demonstrate the technology, illustrate the technology and finally pay attention to students' exercises.

2.2.4. Practicing the technology in real situation.

After some exercises, the teacher can train the students to use the technology in real situation.

3. The teachers' and students' attitudes towards the new teaching philosophy

Before the experiment, we have insulted the volleyball teachers in those four universities. The results show that 66.7％ of the teachers think that the application is feasible in universities in our country. 33.3％ think that it is hard to say, holding the opinion that weather the foreign teaching philosophy could be localized need time to answer.

We also do some survey on the students. The results show that 75％ of boys and girls accept the new teaching philosophy. Especially the girls who are weaker than boys ,also show interests.

Conclusion

The 'competition-tactics-technology' teaching philosophy is feasible in the selective volleyball course in universities and has achieved good results. Compered to the traditional teaching philosophy, it is more effective in improving the tactic level of the students.especially in the aspect of reasonable application and court awareness, it has made breakthroughs.

The 'competition-tactics-technology' teaching philosophy shows that students are the main body in the teaching activities, which can improve the interests of students to join in the sports. It also puts a solid foundation for the students to join in the sports activities in their lifetime.

The 'competition-tactics-technology' teaching philosophy has achieved great results in foreign countries as a reform of teaching and training of ball sports. The universities in our country should borrow it and integrate it with the traditional teaching methods to maximum the teaching effectiveness.

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