

The Application of the Examples Comparison Procedure in University Students' Physical Education Teaching

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Abstract

In order to improve the teaching quality of college students' physical education, this paper takes one-handed shoulder shooting action as the teaching content, selects 9 classes, 4 classes were teaching by the regular teaching process, the other 5 classes were teaching by the examples comparison procedure. At the end of the semester, it was found that the scores of the classes taught by example comparison were generally higher than that of the classes taught by regular teaching. It was confirmed that students' subjective initiative and enthusiasm played a vital role in the process of learning. In the process of physical education teaching, students should also be asked questions to stimulate their learning enthusiasm and improve the quality of physical education teaching.

Keywords

Examples Comparison Procedure; Subjective Initiative; Quality of Physical Education.

1. Introduction

Quality education in universities, from theoretical study to the education practice, is gradually going further. Physical education can directly serve to improve the physical quality of university students. In university physical education, how to cultivate students' practical ability, complete the teaching task, and improve the teaching efficiency and quality has become a common task in physical education teachers. In view of the actual situation of university physical education teaching, while carrying out the routine physical education, the examples comparison was adopted for several classes, aiming at exerting students' subjective initiative, improving students' enthusiasm, cultivating students' thinking ability and analytical ability, and improving students' technical skills and operational ability through this teaching method.

2. Research methods and objects

Literature method: Investigation and interview method; Experimental method of teaching.

Object: 9 basketball classes, a total of 258 students (Note: Students from different majors were randomly selected).

Time: 2020.9-2021.1

Methods: The four classes were taught by regular teaching procedure, examples comparison teaching program for five classes. The teaching action was one-handed shoulder shooting action. At the end of the semester, the test scores were scored (the full score for the item were 10 points). Finally, the data were processed and the average value was calculated.

3. Results

It could be seen from Table 1, the effect of the examples comparison teaching program is significantly better than that of the regular teaching procedure.

4. Discussion and analysis

University sports teaching should induce and stimulate students' desire for knowledge. The enthusiasm of students learning produced in the demand for sports knowledge. In the examples

comparison teaching program, the students were familiar with the one-handed shoulder shooting, but not clear about the correct shooting techniques. In order to guide the students to learn actively, a few students were selected to do the one-handed shoulder shooting as examples, and some questions were asked to the students on these examples: why some students threw the ball spin, while some students threw the ball did not rotate; Why some students strength is not big, but the ball was accurately shot when he stood on the "three point shot" line, and some students strength is great, "three point shot" could not reach the backboard and so on. The students did not understand these questions; there was a thirst for knowledge, so the students could pay attention to listen to teacher carefully, in order to seek the correct skills. Therefore, the examples comparison teaching program can effectively improve students' attention, cultivate students' interest in learning sports skills, and mobilize students' enthusiasm.

Table 1. Comparison of regular teaching procedure and examples comparison procedure

Regular teaching procedure				Examples comparison procedure			
Number of students	Average	Total number of students	Total average	Number of students	Average	Total number of students	Total average
34	7.5000	116	7.4655	23	7.6739	142	7.8697
31	7.4194			35	7.8571		
33	7.3637			30	7.7167		
18	7.6667			22	7.9091		
		32	8.1406				

Modern psychology regards observation as an important link for people to discover and acquire knowledge. Therefore, by training students' observation ability, a perceptual understanding of operational skills and a clear representation could be got. In the teaching procedure of examples comparison, through comparison and identification, the characteristics of each action of movement skills were deeply understand by students. The internal relations between each action were made clearly, and form the correct representation of movement. At the same time, through the teacher's explanation and demonstration, the students' ability to distinguish between the good and bad actions was improved; the key point of the action was found.

In physical education teaching, both teachers and students carry out physical activities. In fact, they also carry out thinking activities, information transmission, processing and storage. In this two-way information exchange, teachers were the main body of teaching, students were the main body of learning. The process of students' learning is an active process, which relies on internal factors. Examples comparison teaching program gives full play to the students' subjective initiative in learning, can better control the sports skills.

Psychology believes that representation plays an important role in memory, and representation is the main content of memory. In memory, the ability to recall things in the past and to recognize things is mainly realized by representation. Examples comparison teaching program makes the action representation of the technical skills taught more intuitive, can enhance memory. In the demonstration, perception of the image will be more vivid, complete and stable. In one-handed shoulder shooting, action through different examples, make students clear that the ball was threw by body cooperation, such as: bend knees and squats, the waist abdomen and strength up, arms forward above the finger straight, wrist forward bends, dial the ball. In this way, students through their own thinking and teacher's guidance, the correct shooting action would be remembered.

5. Conclusions and Suggestions

Examples comparison teaching procedure could improve students' attention, interest, mobilize students' enthusiasm, and desire for knowledge. It could be better play the leading role of teachers in teaching, students also could be better at observation and analysis in class. Comprehensive analysis

and discrimination ability could be improved, those makes students correctly and quickly grasp the technical action, forming the dynamic stereotype.

Examples comparison teaching procedure put forward higher requirements for teachers; teachers should study the teaching materials and syllabus assiduously, and strive to improve the teaching ability. In the teaching procedure of examples comparison, it is good at stimulating students' motivation, mobilizing students' subjective initiative, inspiring students to think and recall positively. In the teaching procedure of examples comparison, we should compare and analyze the key points of actions, and pay attention to synthesis after analysis.

In the teaching procedure of examples comparison, we should pay attention to the students' mastery of technical skills at any time, so as to adjust the teaching method and progress in time, make the teaching process go on smoothly. In practice, we should be good at guiding students to improve, and gradually solve more complex technical skills, to enable students to learn the comprehensive use of technical skills, and can easily grasp and use them.

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