

Study on Tennis Teaching Mode in College Physical Education

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ABSTRACT

Tennis is a highly favored sport among college students, offering a blend of competitiveness, social interaction, and recreational benefits. Engaging in tennis not only enhances students' physical fitness but also caters to various needs such as competitive aspirations, recreational interests, and social interactions. Consequently, tennis instruction in university sports is immensely popular. To further improve students' tennis skills, it is crucial to analyze teaching models and methods, addressing the specific characteristics of tennis. Reforms should encompass aspects like techniques, methods, physical fitness, and competitions, assisting students in mastering key elements of tennis, strengthening physical abilities, enhancing tactics, and achieving more satisfying learning outcomes.

KEYWORDS

College physical education; Tennis instruction; Model analysis

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1 Introduction

The popularity of tennis has a long history, with its introduction from abroad to China having a considerable duration. Especially among the college student community, there has been a notable surge in interest and participation in tennis learning. Given the characteristics of tennis, the combination of physical fitness and skills is essential for notable performance in singles or doubles matches. Therefore, in university tennis instruction, it is imperative to tailor the teaching approach based on the characteristics of tennis and the requirements of competitive formats. Building upon a strong theoretical foundation, practical implementation, and utilizing diverse competitive and match activities are essential to strengthen students' competitive and tactical abilities, achieving an all-encompassing improvement in tennis learning.

2 Establishing a Scientific Curriculum Structure

The learning process of tennis requires a systematic and gradual approach, building a solid foundation before reinforcing skills and techniques. As a competitive sport, tennis learning involves not only technical aspects but also tactical awareness and a strong physical foundation. Achieving high-quality tennis learning outcomes necessitates the development of a scientific teaching plan. This involves in-depth analysis of the characteristics of tennis and the core elements influencing these characteristics. Corresponding teaching and learning strategies should be formulated to help students understand theoretical requirements, master practical key points, and enhance their learning quality and efficiency through continuous practice.

In tennis instruction, emphasis should be placed on curriculum design and lesson planning. The theoretical teaching should be diverse, inspiring students' interest through theoretical courses to develop their theoretical concepts. This includes utilizing varied resources to understand the cultural background and development history of tennis. The goal is to guide students in discovering their interests and hobbies related to tennis, reinforcing them to better appreciate the uniqueness of tennis.

For instance, enriching the content of theoretical courses beyond textbooks by incorporating notable tennis figures and their achievements as entry points for theoretical teaching. Simultaneously, utilizing video resources to analyze their technique characteristics and tactical applications provides a more comprehensive and engaging demonstration of the allure of tennis, fostering students' interest in learning.

Considering these requirements, scientific allocation of course hours in curriculum design is essential. This includes precise arrangements for theoretical and foundational training hours, breaking down each training point into accurate steps. Only with a scientific curriculum design and arrangement can tennis instruction activities be conducted at a higher quality, reflecting the continuity and progression of learning, ultimately promoting the improvement of students' tennis learning quality.

3 Enhancing Students' Physical Fitness Foundation

Whether participating in competitive tennis or engaging in daily physical activity, substantial physical energy is required. In the research and practice of university tennis instructional models and methods, the importance of teaching students physical fitness cannot be overlooked. Strengthening the physical fitness foundation should be regarded as fundamental in tennis instruction. Only when students have a solid physical fitness foundation can their competitive skills, tactics, and strategies be effectively utilized, leading to better performance in tennis.

Although basic physical fitness training may seem simple and tedious, it is indispensable. When training students' physical fitness foundation, a progressive training strategy should be followed, allowing students to continuously reinforce their foundation. This involves a step-by-step, methodical approach, focusing on different aspects. Through enhancing tennis basic training, the emphasis should be on improving students' movement abilities and physical fitness.

For example, in physical fitness training, core training exercises targeting specific muscles and body parts are often included. The process can begin with the most basic exercises to avoid overwhelming students and fostering feelings of difficulty or reluctance. Diverse training forms can be employed within the classroom, starting with fundamental exercises. Students can choose training projects and methods based on their individual situations.

In stable conditions, core strength training can be conducted using methods like plank exercises. This form is simple, requires minimal space, and can be adopted by both male and female students to train the core muscle group, enhancing endurance and body stability. Additionally, exercises like sit-ups can be effective for core strength training, but incorrect execution may lead to muscle damage. Therefore, utilizing the simple yet effective method of plank exercises is preferable.

4 Encouraging Students for Independent Practice

Tennis learning requires a combination of theory and practice, the application of tactics and

physical fitness, and the incorporation of training into daily life, becoming a part of one's lifestyle. Therefore, in university tennis teaching, the implementation of a "practice diligently" teaching strategy is essential. Besides guiding and supervising students' active training in the classroom, encouraging students to engage in independent practice is equally important.

In practical terms, students can be allowed to form independent teams for practice, utilizing on-campus facilities to conduct intensive training. Additionally, extracurricular activities and challenge events can be organized to guide students in independent practice. Participating in tennis clubs provides a platform for a group of individuals with common interests. Within this community, students can not only train with different partners but also exchange experiences, share effective methods, and elevate their abilities by observing others' training methods. The atmosphere of the club, coupled with support from fellow members, further strengthens students' confidence in training and learning, enhancing their abilities through sustained dedication.

5 Organizing Diverse Competitive Events

Based on the competitive nature of tennis, in addition to strengthening students' fundamental skills and physical training, organizing diverse competitive events is crucial. These events broaden students' perspectives, allowing them to understand different individuals' tennis methods and on-court performances. Competitive events reinforce students' tactical awareness and break the monotony of routine learning and training methods.

Therefore, universities should actively organize resources to conduct diverse tennis competitions, continuously expanding the scope of tennis competitions. This can include intra-class group competitions, inter-class competitions within the same grade, and comprehensive campus competitions.

Moreover, the scope of competitions can be extended beyond campus borders for broader inter-school exchanges. Diversified competitive activities not only stimulate students' curiosity and competitive spirit but also allow them to better apply what they have learned in everyday practice, contributing to the enhancement of tennis teaching effectiveness.

6 Improving the Teaching Evaluation System

Teaching evaluation serves as an effective summary of students' learning situations and teaching outcomes, providing a means to improve the quality of learning and teaching. The evaluation should reflect diversity, comprehensiveness, and objectivity. Multiple stakeholders should be invited to participate in and provide comprehensive feedback on the evaluation results. Timely feedback should be given to enhance personalized guidance for students. Additionally, the transformation of evaluation results should be implemented, allowing for timely improvements to teaching activities based on evaluation outcomes, with continuous tracking and validation.

7 Conclusion

In conclusion, the design and implementation of effective university tennis teaching activities require the creation of efficient tennis classrooms. This involves considering students' actual situations and formulating targeted teaching plans based on the characteristics of tennis. Utilizing diverse

teaching formats, organizing training and competition activities, and genuinely inspiring students' interest are essential for promoting the improvement of students' competitive abilities.

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