

Research on optimization path of volleyball teaching method in college based on OBE concept

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ABSTRACT

Under the guidance of the concept of results-oriented education (OBE), this paper re-examines the traditional teaching methods of volleyball courses in colleges and universities, combines the characteristics of volleyball and educational objectives, and proposes innovative measures such as introducing project-based learning and practice-oriented teaching, using flipped classroom to enhance students' learning initiative, using data-based management teaching forms, and using teaching assistance technologies such as virtual reality. To further improve the teaching quality and effect of volleyball courses, we should formulate clear teaching objectives, establish diversified evaluation methods, strengthen teacher-student interaction and optimize teaching resources.

KEYWORDS

OBE concept; Volleyball; Optimize the path; Teaching method

1 Overview of OBE concept

In recent years, results-oriented education has become a hot topic, and the research content mainly focuses on course design and teaching mode. Although certain achievements have been made in practice, a systematic theoretical system and executive structure have not been established, and further research is needed. Curriculum teaching reform should be student-centered, centered on the overall development of students, which should not only pay attention to the creative thinking of students, but also pay attention to the development of students' personality, and pay attention to the cultivation of their self-learning ability. In practice, the OBE concept mainly focuses on what kind of abilities students will get after receiving education and what kind of work they can do for the development of students, emphasizing that all educational activities, teaching processes, teaching and curriculum design should be centered on enabling students to achieve the expected learning goals.

2 the teaching status of volleyball courses in colleges and universities

Currently, Chinese colleges and universities basically set up the volleyball course. But in the actual teaching, there are still many problems in the teaching methods of volleyball courses in some universities, which directly affect the students' learning effect and quality of volleyball. On the one hand, the teaching content of this course is mainly to teach volleyball skills. Teachers usually use traditional demonstration and explanation methods, and then let students practice on their own, and then teachers explain and correct. Using this teaching method, students can learn little theoretical knowledge of volleyball, and in this teaching method, the teaching content, teaching methods and evaluation system are relatively simple, and the evaluation of teaching effect is relatively formalized. Under this traditional teaching method, the students' learning goal is only to pass the exam, and they do not think much about the professional connotation of volleyball. Their awareness of active learning is not strong, which greatly affects their learning interest and effect. Although they know how to use technology, they do not understand why to use it in this way. Therefore, professional quality can not be further improved. On the other hand, in the practice of volleyball teaching in some colleges and universities, there is a problem of ignoring the difference in students' physical fitness, and there is no graded teaching or individualized teaching, which is directly related to the final result of students' learning volleyball, and also affects their correct understanding of volleyball.

3 the innovation of volleyball teaching methods in colleges and universities

3.1 Introduce project-based learning and practice-oriented teaching

Project-based learning can better enhance students' abilities through specific volleyball projects, such as simulated games and tactical training, and put students in real situations. This hands-on approach helps students gain a deeper understanding of the use of tactics and the importance of teamwork. At the same time, tactical training programs can develop students' ability to flexibly use skills in different situations through practical operations. This practice-oriented

teaching model not only improves students' practical application level, but also cultivates their ability to solve problems and cope with challenges. Project-based learning can stimulate students' interest in learning. As the project itself is closer to the actual movement, students are more likely to have a sense of involvement and improve their learning enthusiasm. In addition, project-based learning can also break the traditional evaluation model, not only to evaluate students by test scores, but to evaluate the overall performance of students through the quality of project completion, teamwork, etc. This evaluation method is more in line with the requirements of actual sports, and more conducive to training students' practical operation ability.

3.2 Using flipped classroom to enhance students' learning initiative

Nowadays, volleyball classes in most schools adopt the teaching methods of preview before class, study in class and review after class. To be specific, students preview before class; In the class, teachers explain, teachers demonstrate, students practice, teachers guide; After class, the teacher assigns homework and the students finish it. On the whole, it is carried out in accordance with the established teaching process. However, the whole teaching process is teacher-led infusion teaching, and students learn what teachers teach, and students' autonomy is almost not reflected. Flipped classroom teaching focuses on students' self-study before class and knowledge transfer during class. The application of flipped classroom to volleyball course can be divided into three stages: self-study before class, question-answering during class and after-class development. Before class, students need to watch related volleyball books or videos and discuss with each other. At the same time, in the learning links of mutual communication and discussion, students should have the consciousness of active participation, independent learning, independent thinking, communication and discussion, sharing and cooperation.

3.3 Use data management to activate teaching forms

By using a variety of techniques and methods, the volleyball training data are collected and analyzed, and the digital management platform is established to achieve the purpose of digital management. In the innovation of teaching evaluation methods, big data technology can be used to analyze and evaluate students' academic status and performance. For example, computer software can be used to automatically score students' volleyball technical movements and give appropriate evaluation and suggestions; Students are assessed online through the Internet platform and given accurate grades or grades. In this way, students can be evaluated objectively and accurately, and teachers can be assisted in effective teaching guidance. Teachers can use the combination of online and offline teaching methods to check the training status and learning effect of students.

3.4 The use of virtual reality and other teaching assistance technologies

In order to further improve the teaching effect of volleyball courses, teachers can introduce technologies such as augmented reality (AR) and virtual reality (VR) according to the actual situation of the school. Through AR technology, students can overlay volleyball tactics, movement skills and other information in the real scene to enhance their intuitive understanding of the course content. The use of VR technology can simulate volleyball games and training scenes, so that students can carry out practical operations in a virtual environment to further deepen the impression of skills. These technical means can not only improve students' interest in learning, but also make the study of volleyball more lively and interesting.

4 the optimization of volleyball teaching methods in colleges and universities

4.1 Formulate clear teaching objectives

Under the OBE concept, teaching objectives should be clear, specific and measurable. Therefore, teachers should formulate reasonable volleyball teaching goals according to the actual situation and needs of students, and ensure that the volleyball teaching goals are consistent with students' learning outcomes. At the same time, volleyball teaching objectives should be operable to guide teachers' teaching activities and students' learning process. In addition, when formulating the teaching objectives of volleyball courses, teachers should also fully consider the needs of students and the development of volleyball subject according to the actual situation of volleyball courses at present. Under the premise of taking the training of compound talents as the goal, students should pay attention to the needs of sports research and social instructors, so as to realize the implementation of the teaching reform of "one specialty and multiple abilities" talent training mode.

4.2 Establish diversified evaluation methods

Evaluation methods should be diversified, including self-evaluation, mutual evaluation and practical evaluation. At the same time, the evaluation method should pay attention to the evaluation of students' actual ability and comprehensive quality, so as to better reflect students' learning results. For example, teachers can use mutual assessment, in which students rate each other's performance; The practical evaluation method is adopted to evaluate students' actual combat ability and competitive level through activities such as simulated competition and actual combat. Diversified evaluation methods can give teachers a more comprehensive understanding of students' learning.

4.3 Strengthen the interaction between teachers and students

Under the OBE concept, teacher-student interaction is an important means to improve the teaching effect. The interaction between teachers and students is not only helpful to improve the teaching effect of volleyball course, but also an important means to cultivate students' all-round development and improve their comprehensive quality. The interaction between teachers and students can stimulate students' learning interest and enthusiasm. Through the interaction with teachers, students can have a deeper understanding of the charm and value of volleyball, so as to participate in the class more actively. Through communication with students, teachers can timely grasp the learning progress and confusion of students, thus adjusting teaching strategies and methods, helping to ensure that the teaching content matches the actual needs of students, and improving the teaching effect and quality.

4.4 Optimize volleyball teaching resources

Teaching resources are an important part of teaching. Therefore, the optimization of teaching resources is essential. Teachers can make full use of various teaching resources, such as teaching materials, teaching AIDS, simulation environment, etc., to meet the actual needs of students for teaching resources. At the same time, teachers can also actively develop new volleyball teaching resources, such as network teaching resources, digital teaching resources, etc., to improve the diversity and practicability of volleyball teaching resources.

5 Conclusion

Under the OBE concept, the innovation and optimization of volleyball teaching methods is an important direction for the development of physical education. Through the introduction of project-based learning and practice-oriented teaching, the use of flipped classroom to enhance students' learning initiative, the use of data-based management to activate teaching forms, the use of virtual reality and other teaching assistance technologies and other innovative measures, formulate clear teaching objectives, establish diversified evaluation methods, strengthen teacher-student interaction, optimize teaching resources and other optimization measures. Teachers can better adapt to the needs of the development of The Times, improve the effect of physical education and the comprehensive quality of students.

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