

Experimental Study on Common Skating Teaching Mode in Colleges and Universities

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Abstract

By the methods of documentation, questionnaire surveys, statistics and teaching experiment to the 2018 students from Heilongjiang Bayi Agricultural University, the advantages of the hierarchical teaching mode in the skating course are discussed. The hierarchical teaching mode is suitable for the teaching in northern cold region and is proved to be feasible in the teaching, and the teaching result is obvious. Experimental results show that the test scores for speed skating of the experimental class student and the contrast class have significant differences, and the hierarchical teaching mode in class is superior to traditional teaching mode. This can provide a reference to improve skating teaching quality in colleges and universities.

Keywords

Hierarchical teaching mode; Skating teaching; Experimental study; General colleges and universities.

1. Introduction

In the Chinese northern area, speed skating skills taught in colleges and universities is the main teaching content of the skating course. According to the syllabus, the unified standards and requirements are applied to all the students. The disadvantages is that the different teaching method is taken to the different students in the light of the characteristics of each student. the students' enthusiasm and initiative is damped down and the interest in skating movement cannot be motivated. Therefore, it should be done that renewing idea of education, improving the method of teaching, mobilizing all positive factors, and developing students interest in learning skating class. Then, students' physical quality can be enhanced, and the study effect can be improved. Students can have the physical exercise awareness. This can promote the implementation of the sunshine sports project, strengthen the students' lifelong sports consciousness. With the development of quality education and the "health first, people-oriented" the concept of health, the traditional teaching mode can not meet the needs of the reform of physical education in colleges and universities. The role of the hierarchical teaching mode in teaching reform is increasingly apparent, and it has been widely applied in the teaching practice process.

2. Research objects and methods

2.1 Research objects

The 2018 students from Heilongjiang Bayi Agricultural University are selected as the research objects.

2.2 Research methods

The methods of literature, questionnaire survey, mathematical statistics and experiment are applied.

3. Results and analysis

3.1 The connotation and advantages of the hierarchical teaching

The stratified teaching mode is a teaching method to stratify students according to different teaching objectives, reduce the degree of polarization of students, develop students' personality and specialty, and optimize the teaching process of physical education. In the ice skating class of colleges and universities, the stratified teaching mode is in accordance with the teaching principle of starting from the reality. This teaching mode is conducive to arousing students' enthusiasm for independent learning, cultivating students' interest in skating lessons, and helping students form the habit of exercising in winter. In stratified teaching, students are faced with students at the same level as themselves, which eliminates the psychological pressure caused by the difference in sports level to students, and enables students to give full play to their potential and build up full confidence in practice.

The stratified teaching mode has its unique advantages, mainly reflected in the following aspects: Firstly, it can solve the contradiction between the uniformity of teaching requirements and the differences in students' actual learning needs. It can meet the different needs of students of different levels through the interpenetration of different levels in teaching. Secondly, based on the actual differences in students' cognitive development level and knowledge base, it establishes hierarchical teaching objectives to meet their different requirements and interests, so that all students' personalities can be fully developed. Thirdly, stratified teaching provides students with comprehensive and equal educational opportunities for their all-round development, and provides students with the possibility of multiple choices and equal rights for their individualized development, which is conducive to reflecting students' subjectivity and giving them the initiative and choice in their free development.

3.2 The influence of the hierarchical teaching method on the technical evaluation results of ice-skating teaching

For the students in the advanced group, most of them have already had a certain technical foundation. The traditional evaluation standard has little effect on the promotion of these students. Therefore, the formative evaluation method is adopted, which is to evaluate the students from the aspects of learning attitude, revealing technical problems and improving grades. For the junior students, the teaching content is relatively simple. The students need master the basic knowledge and basic skills, the traditional evaluation standard is adopted for the students at this level. It is very effective for the improvement of students' skating skills. For the students in the intermediate group, since they have already acquired some basic knowledge and skills, but cannot reach the advanced technical level, the evaluation method combining the two evaluations is adopted.

The comparison results of technical assessment between the experimental class and the contrast class are listed in Table 1. As can be seen from Table 1, the students who participate in the stratified teaching experiment of speed skating have more standardized speed skating skills such as starting, straight, curve and sprint than the students in the contrast class, and their technical evaluation scores are significantly higher than those in the contrast class. The average technical evaluation score is 3.06 points higher than that of the control class, and there is a significant difference between the two classes in the standard degree of skating skills ($P < 0.05$). In addition, after the stratification teaching, the standard of stratification of each group in the experimental class has been improved. The test results of students' basic skills in speed skating are shown in Table 2. As can be seen from Table 2, students' performance at each level has been improved to different degrees, indicating that the teaching method has achieved good results.

In the implementation process of stratified teaching, the dynamic upgrade system of promotion and demotion is carried out. Students are divided into different levels. Then, according to the students' grasp of skating skills, dynamic upgrade can be carried. For example, when student reaches the next level of skill and ability, he can move up to the next level. This not only encourages the low-level students to study hard, but also arouses their initiative and enthusiasm. At the same time, the dynamic promotion and demotion system makes high-level students also have a sense of urgency and pressure.

If they do not study hard, they may fall to the next level, so they do not dare to relax study, so that their skating level steadily improved.

Table 1. Comparison of technical evaluation results of experimental class and contrast class

indicator	experimental classes	contrast classes	difference	T value	P values
technical grade	34.12	31.06	3.06	2.78	<0.05

Table 2. Test results of basic speed skating techniques after the experiment

indicators	starting	straight	curve	sprint
A	9.10	9.21	8.92	9.14
B	8.80	9.05	8.80	8.83
C	8.71	8.82	8.74	8.71

3.3 Survey on the suitability of teaching content

In order to arouse students' enthusiasm for learning and improve students' sports ability, the teaching objectives and key points of each level have been arranged in detail. In order to find out whether the teaching content is suitable for students' actual level, a questionnaire survey are conducted among 72 students in the experimental class and the control class. 72 valid questionnaires are collected, and the effective rate is 100%. The survey results are shown in Table 3. 88.8% of the students in the experimental class think the teaching content is more suitable for their actual level, while only 52.7% of the students in the contrast class think the teaching content is suitable for them. This shows that stratified teaching is more targeted and practical than traditional teaching.

Table 3. The suitability of the experimental class and the contrast class to the teaching content of speed skating

group	good	general	unsuitable	percentage
experimental class (36)	32	4	0	88.8%
contrast class (36)	19	9	8	52.7%

3.4 Survey of students' interest in learning skating

The survey of students' interest in skating lesson in the experimental class and the contrast class is shown in Table 4. As can be seen from Table 4, 78% of the experimental class students are interested in skating lesson. Only 48% of the contrast class students are interested in skating lesson. Therefore, it can be seen that the hierarchical teaching can arouse students' interest in learning and make them feel happy and successful in the process of learning.

Table 4. Survey of learning interest of experimental class and contrast class in skating lesson

group	more interested	interested	general	uninterested	percentage
experimental class (36)	26	13	11	0	78
contrast class (36)	11	13	22	4	48

4. Conclusions and Suggestions

4.1 Conclusions

4.1.1 Through the experimental results, it is found that the experimental class is obviously better than the contrast class in both the skating technique evaluation and the skating theoretical knowledge test. Therefore, the hierarchical teaching is more conducive to the majority of students' understanding of skating and the study of skating skills. It conforms to the law of contemporary education, meets the teaching needs of teachers and students, and can improve the teaching efficiency. The hierarchical

teaching mode improves theoretical knowledge and skills, it conforms to the development requirements of contemporary quality education, and has certain feasibility and practicality. The effect of the hierarchical teaching is obvious.

4.1.2 Through comparative analysis, students in the experimental class are more interested in learning skating skills and are more likely to accept the teaching arrangement and teaching form of skating courses.

4.1.3 The hierarchical teaching of skating in colleges and universities can better teach students according to their aptitude and classified teaching. By adopting different teaching methods for students of different abilities and levels, students' confidence in learning is effectively improved.

4.1.4 The hierarchical teaching of skating in colleges and universities can strengthen students' awareness of lifelong physical education, improve students' sports skills and form good exercise habits, so that students can establish the health concept of "health first and people-oriented".

4.2 Suggestions

4.2.1 It is suggested that the hierarchical teaching mode should be widely promoted in skating courses of colleges and universities, and a set of effective teaching theories should be established so as to better carry out teaching activities and improve the teaching quality of colleges and universities.

4.2.2 Teachers' scientific research and discussion and communication should be strengthened. Relevant theories and methods of skating teaching in universities should be discussed and communicated regularly, so as to improve the teaching quality of skating.

4.2.3 Scientific classification of teaching levels is the key factor. Due to the limitations of teaching conditions, such as the number of students and the arrangement of teachers, the current hierarchy is not very reasonable. In the possible conditions, it should be further divided into four levels, so as to facilitate the scientific and efficient development of teaching activities.

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