

Exploring the teaching method of volleyball bucketing technique in physical education class in colleges and universities

Chao Kan

Shaanxi Normal University, Xi'an 710119, China

Abstract: In recent years, due to the interest in physical fitness, many university programs have begun to offer courses on physical fitness. Among them, volleyball courses are particularly prominent. This program is designed to help students improve their individual abilities, foster an atmosphere of unity and collaboration, and enhance their collective pride. One of the essentials of volleyball, the dunk, is now the focus of many people's attention on how to improve their dunking skills. However, because of the complexity of training and the game, grasping the correct dunking technique can help students perform better in tournaments.

Keywords: College; Volleyball; Snapping; Teaching methods.

1. Introduction:

Volleyball has always been popular with a wide range of people, not only for its ability to help people become more physically fit, but also for its importance in developing students' collective cooperation skills and mentality. In college, the volleyball curriculum includes a series of drills that include rising, running, jumping, throwing, and making contact. In order to achieve a high level of volleyball skill, athletes must be proficient in timing their attacks, using proper stride, and proper hitting positions. However, the current educational model is unable to meet these challenges. Therefore, more advanced educational concepts should be adopted in order to better help students understand the skills of volleyball. Most physical activities require continuous exercise, which makes many students feel bored in the classroom, so they perform boring repetitive movements and even become resistant to the classroom, making the teaching of volleyball snapping techniques a topic of concern.

2. The division of the teaching stage of the buckling technique

Training the bucket requires multiple components, each of which must be precisely controlled. If one part of the training is not done properly, then the overall quality of training will also be affected. Therefore, it is recommended to organize the training in the order from easy to difficult, from basic to complex. The training consists of four parts, each with a different goal, but they all form a tight system. When conducting a classroom for innovation, advanced instructional tools need to be used to help students complete the tasks more successfully. In addition, special attention needs to be paid to the challenges in the classroom that need to be emphasized and addressed at each stage. In this way, knowledge from each stage can be combined to form a complete classroom content.

(1) Establish the concept of action

Snapping technique consists of five key steps: ready position, assisted run, jump, hitting the ball in the air, and landing. These steps are interrelated, intertwined, and work in

concert with each other; therefore, it is important for the teacher to take each step seriously. By explaining these five steps in depth to students, they can gain a new understanding of these steps and thus improve their training.

Establishing an accurate concept of technical movements is the first step in teaching and a key step in solving technical problems. Especially, this step is more important in snapping technique because the snapping technique is complex and difficult to teach, therefore, students' correct perceptual cognition needs to be developed so that they can master the technique more easily and, moreover, the main points of the technique need to be emphasized constantly.

(2) Assisted running and jumping teaching

Running and jumping are the foundation of snapping skills. They help players get better access to the target and improve the power of the snapper by adjusting horizontal speed to increase bounce height.

(3) Improve the snapping technique in more complex conditions

When students master the basic snapping skills, they need to strengthen and enhance this skill in more complicated situations. The first pass is required to be in place, while the second pass strengthens the judgment, pays attention to the cooperation between the pass and buckle, prevents the step up too early, and corrects the wrong action at any time. On the basis of mastering the general diagonal buckle, practice buckling the straight ball.

(4) Apply and consolidate in the competition

Participating in competitions not only helps students to better understand the content of the course, but also gives them more opportunities to train and practice. It not only helps us to better grasp what we have learned, but also helps us to better cope with the challenges, especially on the training field, where we need to pay more attention to our skills and be better able to cope with various situations.

3. Analysis of the current situation of volleyball in physical education classes in colleges and universities

(1) Current status of the school

Sixty percent of schools have dedicated volleyball teachers, but 30% of students do not believe these teachers have the professional volleyball skills they expect. This indicates that volleyball instruction in schools lacks soft skills. In addition, 70% of students do not have sufficient knowledge of volleyball and 15% are not interested in the technique of snapping the ball.

In the analysis of the questionnaire on the current status of volleyball bucket teaching in colleges and universities, the following was obtained. All the schools surveyed had physical education classes. However, 35% of the schools did not arrange volleyball teaching, 13% of the schools taught volleyball in more than one class, the equipment and resources were insufficient, and the schools did not have a special volleyball training room.

(2) Current status of students

Volleyball bucketing technique is an important part of volleyball teaching, and in talking with students at the school, I learned that the vast majority of students have not undergone special physical training. Physical quality is not enough, the technology is even worse, the problem in teaching is the lack of muscle cannot meet the standard of completing the bucket, the lower limb strength is slow enough, do not have explosive power, etc. cannot meet the conditions of the bucket [1].

4. Factors affecting the teaching of volleyball bucketing

(1) Reasons for hardware

The survey shows that the teaching of volleyball in some colleges and universities is not satisfactory. The lack of hardware is the main reason for the unsatisfactory teaching situation. Some colleges and universities have good volleyball courts, but others do not have special volleyball courts, and some schools have multiple classes.

(2) Inadequate faculty

At present, volleyball teachers generally come from three ways, sports professional orientation training amateur gymnasium training retired athletes. Due to the different teaching methods and directions coupled with the lack of rich teaching experience, which makes volleyball teaching to a certain extent there is a relatively large degree of difficulty. The teaching of volleyball is a kind of technical teaching, without the professional guidance of teacher's students' skills cannot be improved, so the problem of teachers is also the main factor affecting the teaching of volleyball in colleges and universities.

(3) Backward teaching methods cannot stimulate students' interest

Interest is our best teacher. If we can guide students to learn skills and develop their interest in teaching. Then the effect will be twice as good with half the effort. Since students of different genders have certain psychological and physical differences, teachers should adopt appropriate teaching methods according to students' characteristics to make students become passive to active learners and stimulate their interest in learning [2].

5. Innovative research of volleyball bucket teaching in colleges and universities

Volleyball is a sport that requires a high level of skill, in which the training of the bucket is very important. In order to

make the classroom livelier, instructors need to continuously improve their training and pay attention to developing students' professional skills. During the training process, novices take longer to master the skills, during which time the physical education teacher needs to provide guidance to help novices gradually master the basic skills. For example, if the novice has mastered the basic skills during the training process, then it is appropriate to increase the difficulty to help them train. In addition, the physical education teacher's guidance can help develop the novice's skill level and bring more success to the novice. In order to improve college volleyball, students need to have a better understanding of how to use dunking techniques, and coaches need to provide instruction and demonstrations and elaborate on the importance of each step. In addition, students need to be taught how to properly use their bodies to hit the ball and be able to accurately pace their strokes. Through consistent effort and training, students will be able to find the best position, the best time and the best height for snapping the ball.

In addition to mastering basic dunking skills in practice, there are a number of other volleyball sports that need to be mastered, such as close throwing and catching. In these events, the coach will have the player throw the ball to the target area in a safer position and have the ball land slightly off the net. In order to improve technique, teachers need to continually improve their skills and equip students with the knowledge of how to properly use their bodies to accomplish tasks. For example, it is common for teachers to provide students with effective technical support by showing them how to jump quickly, catch the ball accurately, and throw it at the target. Through consistent training and interaction, better skills and collaboration can be developed. In volleyball lessons, interaction can be used to develop students' enthusiasm for learning and ultimately lead to better results. [3]

6. Innovation of teaching methods

(1) Half-high, half-fast ball

By teaching skills, students can acquire the correct technique and be able to accurately complete the snap. For example, they can be given the correct timing to jump and be able to throw the ball accurately. In addition, they can be taught the correct way to throw the ball, such as throwing it to within one and a half meters and being able to complete the snap accurately. Initially, the teacher needs to give a demonstration and explain in detail the techniques involved. For example, teaching how to properly control the run, jump, and snap and making sure the students are familiar with this skill. The teacher also needs to instruct the students on how to use this skill correctly and be careful not to let their movements deviate. Through observation and reflection, students can better understand the characteristics of the dunk and better control their technique. For example, they can become more proficient in controlling their technique and can better understand the trajectory of the throwing ball.

(2) Fastball with close body

The instructor needs to sit on a high table and lift the ball over the net, changing the height of the ball over the net depending on the student's jump height. If they have mastered the basic mechanics of setting the ball, the instructor can begin to teach them how to hit a good snap shot. This way, they will not only have an easier time controlling their footwork, but they will also be able to coordinate better with other teammates. During practice, students need to be careful to control their movements and make sure that they are able

to achieve the best results with each attack. For example, the instructor can have one player act as the second passer and pass the number one ball to another player so that they can quickly hit the ball to the target to achieve the best offensive effect.

(3) Buckle high hanging ball from the four position

The high ball from the four position is considered a very effective way to attack. It allows you to use throws and passes to move the ball to the four position and use it as a starting point for an effective block. To improve this skill, we recommend starting with close fast passes, semi-high balls, and semi-low speeds from the three position. Through continuous effort, students their physical coordination, bounce height, wrist movement speed, and ability to hold the ball for greater improvement. In order for the students to develop their physical health, it is recommended that they perform high level exercises in the four position. Through these exercises, it will help them to make progress in their skills and also build their willpower.

7. Effective measures to improve the volleyball bucketing technique in colleges and universities

Volleyball is not only physically demanding, but also technically demanding. Therefore, in the actual training process, it is difficult for small students and students with poor bouncing power to complete the bucket. In the university classroom, it is difficult for students to master the skills in a short period of time due to the short class time and large amount of content. Therefore, it is necessary to actively innovate teaching methods [4].

(1) Using group work to teach

In the daily training of volleyball, if students and teachers train together there may be a situation that students do not adapt to the training, therefore, teachers should pay attention to this problem, in order to improve the interest of students in volleyball training, teachers can group students according to the difficulty of volleyball technology, different groups of different skills to develop different training goals and training plans, so that each student can be in accordance with their actual This will allow each student to train according to his or her actual ability, thus increasing the level of students' bucketing. In addition, this can also further enhance the friendship between students and increase the tacit understanding between students. The teacher can sort out the training goals and plans of each group and reward the students who have made more progress. After training for a period of time, you can let the groups practice against each other, praise the group with excellent results, analyze the reasons for the group that lost in the game, and encourage them to practice in a targeted way in future training.

(2) Abandoning a single teaching model

With the slow progress of the times, the concept of students has also changed qualitatively, most of the students are still tired of the traditional teaching mode, not high enthusiasm for the physical education volleyball class in school, and the main reason for this problem is that the teacher and students are relative, in the traditional concept, the teacher is always forced to instill knowledge, but not really pay attention to the students' ability to receive knowledge, therefore, teachers need to Therefore, teachers need to innovate the teaching model. First of all, if the conditions allow, the volleyball teachers in the school can conduct a volleyball dunking

competition on their own initiative, so that after the students watch it, they can be more interested in learning volleyball dunking, and then arrange the students to practice freely before starting the class, and if they encounter problems during the practice, they can discuss with the teachers. Finally, the instructor gives students reasonable evaluation according to their practice, so that students can find problems in practice and solve them, and finally realize the improvement of their dunking skills [5].

(3) The complexity of the snapping technique

In the process of snapping training, teachers should actively teach the method of breaking down the ball. The relevant teaching content mainly includes: running, jumping, and the related dunking skills should be trained in sections until the students are proficient. Then the teacher should give a complete explanation of the dunking technique and make relevant demonstrations so that students can understand the overall aspects of the dunking, which will help them understand the volleyball dunking.

(4) Using the overhand for hitting the ball

In the college volleyball classroom, some students are unable to successfully complete the bucket due to their height, bouncing power and other limitations. Therefore, in the actual teaching process, teachers should actively adopt the overhand hitting method, while achieving fast hitting effect through pushing and pressing action, which can solve the above problems, ensure that students can successfully complete the bucket and improve students' learning enthusiasm.

(5) Strengthening frontal snapping technique

In college volleyball training, teachers should actively strengthen frontal hitting training to ensure that students have a solid foundation. In the actual training process, teachers should actively explain the relevant principles, so that students are clear about the relevant technology, lecturers can demonstrate the relevant actions to students, teach by example, to carry out the maximum degree to improve the students' volleyball bucketing ability.

(6) Strengthen the training of students' alignment awareness

In volleyball, good positioning plays an important role, therefore, in the actual training process, teachers should actively strengthen students' awareness and improve their pre-setting ability in the right way, while strengthening wrist strength training, teachers can arrange for students to practice alignment pre-setting, confrontation drills between groups, etc. for students to improve their pre-setting awareness.

(7) Introduction of inverse teaching methods

Reverse teaching method in the content of the first scattered after the set, first freehand after the ball combination of teaching methods, freehand practice to pay attention to arm straightening, hitting the highest point of the ball and lead arm, swing arm coordination teachers to integrate this part of the teaching content into the teaching of passing and pad, in advance of this part of the teaching content to provide the basis for the complete technique of buckling[6] .

8. Conclusion

The training of spiking skills plays an important role in college volleyball teaching, which can not only improve the physical quality of students, but also effectively promote the overall development of students. In the design of teaching process, teachers should actively carry out the innovation of teaching methods and constantly improve the teaching content to better promote the development of college

volleyball teaching.

References

- [1] Wang Jinyu. Innovative research on the teaching method of volleyball bucketing in colleges and universities [J]. Sports World (Academic Edition),2019(08):116+111.
DOI:10.16730/j.cnki.61-1019/g8.2019.08.069.
- [2] Chen Bo. Experimentation on teaching methods of volleyball bucketing techniques in general colleges and universities [C]//Singapore Management and Sports Science Institute, Singapore, Hong Kong Education Society,Hong Kong. Proceedings of 2017 5th SSR International Conference on Cultural Studies, Educational Research and Social Sciences(CES 2017)(Advances in Social and Behavioral Sciences. VOL.23). Singapore Management and Sports Science Institute, 2017:322-326.
- [3] Yang Jiancang. Innovative research on the teaching method of volleyball bucketing in colleges and universities [J]. Contemporary Sports Science and Technology,2015,5(30):53-54. DOI:10.16655/j.cnki.2095-2813.2015.30.053.
- [4] Zhang Jinlong. Innovative research on the teaching method of volleyball bucketing in colleges and universities [J]. Contemporary Sports Technology,2018,8(08):117+119.
DOI:10.16655/j.cnki.2095-2813.2018.08.117.
- [5] Xu Minrong. Exploration of teaching frontal bucketing technique in volleyball class of general colleges and universities [J]. Journal of Guangxi Normal College (Natural Science Edition), 1999(01):115-118.
DOI:10.16601/j.cnki.issn1001-8743.1999.01.021.
- [6] Sun Xingwu. Introduction to the teaching of frontal bucketing technique in volleyball special class of general colleges and universities [J]. Sports Science and Technology,1993(04):29.
DOI:10.14038/j.cnki.tykj.1993.04.011.