

A Study on the Utilization of Cooperative-Competitive Teaching Model in College Volleyball Teaching

Yiwei Jiao*

Central University of Finance and Economics, Beijing, 100081, China

*Corresponding Author: jiaoyiwei@cufe.edu.cn

Abstract: This article aims to explore the application of the cooperative-competitive teaching model in college volleyball instruction and evaluate its impact on the students' learning outcomes. The cooperative-competitive teaching model is a comprehensive instructional approach that aims to cultivate students' teamwork and competitive awareness, enhance their technical skills, and overall performance. However, the application and effectiveness of this teaching model in college volleyball instruction have not been extensively researched and discussed. Therefore, this article will conduct research on the use of the cooperative-competitive teaching model in college volleyball instruction. It hopes to provide innovative teaching methods and strategies for college volleyball instruction and promote the holistic development of students.

Keywords: Cooperative-competitive, Teaching Model, College Volleyball Instruction, Utilization

1. Introduction

College volleyball instruction, as a vital component of physical education, plays a significant role in cultivating students' physical fitness and comprehensive abilities. However, conventional teaching methods often prioritize technical training and competition outcomes, overlooking the development of students' teamwork and overall competence. Consequently, multiple teaching models, including the cooperative-competitive teaching model, have been proposed and applied in college volleyball education. The cooperative-competitive teaching model combines collaboration and competition to cultivate students' teamwork spirit and stimulate their competitive awareness, ultimately improving their technical proficiency and overall performance. This paper aims to investigate the application of the cooperative-competitive teaching model in college volleyball instruction and assess its impact on students' learning outcomes. Moreover, it will explore the strengths and limitations of this teaching model, providing a basis for further refining and enhancing the approach [1].

2. Connotation and Essence of the Cooperative-Competitive Teaching Model

Cooperative-competitive teaching model is a comprehensive teaching method aimed at developing students' teamwork skills and competitive awareness, promoting their overall competence and learning effectiveness. This teaching model integrates the important educational elements of cooperation and competition, stimulating students' enthusiasm and initiative through creating a collaborative learning environment and introducing competitive stimuli. Firstly, the cooperative aspect of the teaching model emphasizes the power of collaboration. In this model, students are organized into small groups or teams to learn and engage in activities together. Through collaboration, students can learn from and support each other, working together to solve problems and accomplish tasks. This collaborative learning environment is conducive to cultivating students' teamwork awareness, cooperation skills, and communication abilities. Additionally, through collaboration, students also learn to respect others' perspectives, engage in effective teamwork and negotiation, and develop good collaborative habits and behaviors. Secondly, the cooperative-competitive teaching model emphasizes the motivation of competition. Suitable elements of competition are introduced in the teaching process to stimulate students' enthusiasm and competitive drive. Through competitions, evaluations, rankings, and other means, students compete for advantages, showcase individual skills, and demonstrate their abilities. This competitive motivation can ignite students' interest and motivation for learning, encouraging them to exert more effort in their studies. Simultaneously, it also cultivates their sense of winning and losing and their ability to adapt to competition. Failure in competition can also serve as a catalyst for

reflection and self-adjustment, enhancing students' learning effectiveness and growth. Thirdly, the cooperative-competitive teaching model focuses on comprehensive development. This model seeks to develop students' comprehensive qualities, not limited to subject knowledge and skills. Through cooperation and competition, students can improve their academic performance while also developing their abilities for self-directed learning, creative thinking, and problem-solving. Moreover, the cooperative-competitive teaching model can promote students' self-management and team leadership skills, nurture their organizational and coordination abilities, and establish a foundation for the development of their overall competence. Lastly, the cooperative-competitive teaching model emphasizes individual development. In the teaching process, teachers should fully respect and allow for students' individual differences, enabling them to showcase their strengths and personal characteristics through cooperation and competition. By granting students autonomy and choices, this personalized teaching approach helps to enhance students' motivation and sense of achievement in learning, stimulating their interest and passion for learning and fostering their sustained motivation [2].

The essence of the cooperative-competitive teaching model lies in creating a positive learning environment that stimulates students' enthusiasm and initiative for learning. Through cooperation, mutual assistance, and healthy competition among students, it not only improves their academic knowledge but also cultivates their creativity, critical thinking, and problem-solving abilities. Students learn to listen and respect others' perspectives through collaboration, developing a spirit of cooperation and teamwork. In competition, students learn to set goals, face pressure, unleash their potential, and overcome difficulties. This comprehensive teaching model helps cultivate students' overall abilities, improve their learning effectiveness, and enhance their academic achievements. However, the implementation of the cooperative-competitive teaching model also requires timely guidance and instruction from teachers. When designing courses and activities, teachers should choose appropriate forms of cooperation and competition to ensure active student participation and benefits. Teachers also need to provide suitable learning resources and guidance, encouraging students to make rational use of resources, and developing their abilities for independent thinking and self-directed learning. Additionally, teachers should pay attention to individual differences among students, meet their diverse needs, and promote their personal development and growth [3].

3. Status and Challenges of Teaching Volleyball in Colleges and Universities

College volleyball teaching is in a continuous process of development and improvement. Firstly, with the increasing popularity of sports, more and more students are participating in volleyball, drawing widespread attention to college volleyball teaching. Schools have established specialized volleyball classes and teams, hiring professional coaches to provide more professional and systematic volleyball teaching resources. Secondly, college volleyball teaching emphasizes the cultivation of students' basic skills and tactical awareness. The teaching content includes the instruction of basic techniques such as passing, serving, spiking, blocking, as well as tactical application and coordination training. Students not only improve their technical level but also develop teamwork and communication skills, enhance physical and mental qualities during the teaching process. Lastly, college volleyball teaching emphasizes the integration of theory and practice. In addition to classroom teaching, students have the opportunity to participate in intra-school and inter-school competitions and exchange activities to apply their knowledge and skills. This combination of theory and practice enables students to better understand and apply volleyball techniques, elevating their on-court abilities.

Currently, college volleyball teaching also faces challenges. Firstly, for most students, they are not professional volleyball players and may have limited talent and foundation in volleyball. Therefore, teachers need to conduct targeted teaching, focusing on individual differences and fostering individual abilities during the teaching process. Secondly, some schools have relatively weak teaching staff in terms of volleyball. In some colleges, there is a lack of experienced volleyball coaches and professional guidance, which may affect teaching quality and students' technical development. Thus, schools need to strengthen teacher training and selection to enhance their expertise and teaching abilities. Thirdly, volleyball teaching needs to better integrate with campus culture and development needs. In some schools, volleyball teaching may not fully meet students' interests and demands, or align with the overall development goals of the school. Therefore, schools should design more attractive and diverse volleyball teaching activities based on students' needs and interests to promote student participation and development. Fourthly, volleyball teaching needs to cope with the challenges of technological advancements and competitive pressures. With the development of technology, new means such as virtual reality (VR) and augmented reality (AR) are gradually being applied in sports teaching. The introduction of these new technologies can provide students with richer and more vivid teaching

experiences; however, it also demands teachers to continuously learn and adapt to new technologies. Lastly, selecting and nurturing outstanding volleyball talents is a long-term challenge. College volleyball teams serve as an important channel for cultivating excellent athletes, requiring cooperation with various resources such as society and clubs to provide students with broader development space and opportunities. This allows them to develop their potential within the school team and have the chance to participate in higher-level competitions, enhancing their competitive level [4].

4. Analysis of the Advantages of the Cooperative-Competitive Teaching Model in College Volleyball Teaching Practice

4.1. Teaching Content from Complex and Competitive to Simple and Practical

Cooperative-competitive teaching model has several advantages in practical implementation of college volleyball instruction. Firstly, it simplifies and makes the teaching content more practical. Traditional volleyball teaching often focuses on intricate details of techniques and tactics, which can be overwhelming and challenging for students. However, with the cooperative-competitive teaching model, complex technical and tactical aspects can be simplified and broken down into more easily understandable and applicable components. Students can gradually learn and apply these skills through group cooperation and competition, making the teaching content more simplified and practical. Secondly, it enhances competitive awareness and individual capabilities. In the cooperative-competitive teaching model, students not only collaborate with their own teams but also compete against other teams. This competition stimulates students' competitive awareness, motivating them to showcase their individual abilities and strive for team and personal victories. Through competition, students can strengthen their technical training, improve their overall level, build self-confidence, and develop the ability to handle pressure. Thirdly, it cultivates practical and applicative skills. Adopting the cooperative-competitive teaching model provides students with more opportunities to practice and apply the skills and knowledge they learn during instruction. Through group cooperation and competitive activities, students can continuously enhance their technical proficiency through practical operations and competitions. Such experiential and applicative teaching methods help students better understand and master skills, and strengthen their practical application capabilities [5].

4.2. The Form of Teaching and Learning Changes from Mechanized and Procedural to Interesting

The cooperative-competitive teaching model in college volleyball instruction has the advantage of transforming the teaching format from mechanized and procedural to enjoyable. Firstly, it sparks interest in learning. Traditional mechanized and procedural teaching methods often leave students feeling bored and lacking motivation and initiative, leading to a lack of drive in their learning. However, using the cooperative-competitive teaching model can make the learning process more enjoyable. Students can participate in volleyball instruction through group cooperation and competition, actively engaging in the process and igniting their interest in learning. The interactive, competitive, and game-like activities in the teaching process allow students to enjoy the learning process more and increase their motivation to learn. Secondly, it enhances motivation for learning. In the cooperative-competitive teaching model, students not only cooperate with their own teams but also compete against other teams. This competition means that students need to continuously improve their skill levels and strive for victory, which motivates their learning. Students will strive and put in effort to win for the honor of their team and personal achievements, leading them to actively participate in their learning. Thirdly, it promotes innovative thinking. Traditional mechanized and procedural teaching methods often emphasize templates and standard answers, which restrict students' thinking. However, the cooperative-competitive teaching model focuses on students' creativity and innovative thinking. Through teamwork and competition, students need to come up with new ideas and problem-solving methods, encouraging them to expand their thinking and develop innovative awareness and creativity. Finally, it fosters the development of comprehensive abilities. College volleyball instruction encompasses not only technical development but also tactics, mental strength, leadership, and other aspects. Using the cooperative-competitive teaching model allows for the comprehensive application of various skills and the cultivation of comprehensive abilities. Students need to flexibly apply techniques and tactics in cooperation and competition, while also developing mental strength and leadership, resulting in a well-rounded skill set.

4.3. Diversification of Evaluation Content and Evaluation Methods

In the practical teaching of college volleyball, the cooperative-competitive teaching model has advantages in diversified evaluation content, diverse evaluation methods, and dual evaluation subjects. Firstly, diversified evaluation content. Traditional teaching evaluation often focuses only on students' technical proficiency and performance, neglecting other aspects of evaluation. However, the cooperative-competitive teaching model allows for more diverse evaluation content. In addition to technical performance, students' contributions, teamwork abilities, communication, and leadership skills during the cooperative process can also be assessed. This diversified evaluation can more comprehensively reflect students' overall qualities and abilities. Secondly, diverse evaluation methods. Traditional teaching evaluation methods often rely on a single approach, such as exams or technical skill tests. However, the cooperative-competitive teaching model allows for more diverse and flexible evaluation methods. Various methods, such as actual competitions, group exercises, observations, peer assessments, and self-assessments, can be used to evaluate students' performance. This diversity in evaluation methods can better cater to students' characteristics and developmental needs, providing effective personalized feedback. Thirdly, dual evaluation subjects. Traditional teaching evaluation usually only involves the teacher as the evaluator, with minimal student participation. However, the cooperative-competitive teaching model allows for dual evaluation subjects, including the teacher and the students themselves. Teachers can assess students' technical skills, strategies, and other aspects, while students can participate in the evaluation process through team peer assessments and self-assessments, providing feedback on themselves and their teammates. This dual evaluation subjects approach can increase students' engagement and autonomy, stimulating their awareness of learning and progress. Lastly, it promotes personalized development. In the cooperative-competitive teaching model, students are grouped and given opportunities to showcase their strengths and potentials. During the evaluation process, individualized development needs and characteristics can be better recognized, providing targeted evaluation and guidance. This personalized evaluation can better meet students' learning needs, promoting their comprehensive development in volleyball skills and other aspects [6].

5. The Application of Cooperative-Competitive Teaching Model in College Volleyball Teaching

5.1. Instructional Design and Organization

Collaborative-competitive teaching model aims to cultivate students' teamwork and adaptability to competition by organizing collaborative and competitive activities. In this teaching model, teachers focus on promoting cooperation and communication among students through activities such as collaborative games, volleyball competitions, technical training challenges, and teacher-student confrontations. In terms of instructional design, teachers can design challenging and enjoyable collaborative activities based on course objectives and student characteristics. For example, students can be divided into groups with different tasks, requiring them to cooperate and solve problems together. At the same time, teachers can set time limits and resource constraints to increase the competitiveness of the activities. Through this design, students need to fully utilize their individual strengths during collaboration while competing with other groups, which stimulates their enthusiasm for learning. During the organization of the teaching process, teachers should focus on interaction and communication among students. Teachers can employ various teaching methods, such as group discussions, collaborative problem-solving, and role-playing, to guide students in communication and cooperation. Through these interactive activities, students can share their perspectives and experiences, collectively explore optimization solutions for volleyball techniques. Additionally, teachers should play a guiding role, providing timely feedback and encouragement to help students improve their technical proficiency. Furthermore, teachers can arrange volleyball competitions to enhance the competitiveness of the teaching. Competitions can be conducted in the form of individual athletics or group confrontations, allowing students to demonstrate their technical skills and competitive abilities. Teachers can establish detailed rules and scoring criteria to ensure that students have clear goals and strive to achieve them. Additionally, teachers can implement reward mechanisms to motivate outstanding individuals or groups to participate more actively in the competitions. Moreover, incorporating competitive elements into technical training is an important part of the collaborative-competitive teaching model. Teachers can introduce competitive elements in different technical training exercises, such as serving, spiking, and defense, where students can compete in pairs. Through these competitions, students can evaluate their own technical proficiency and engage in communication and learning with their opponents. Teachers can provide guidance and feedback to students promptly, assisting them in improving their skills and strategies [7].

In summary, the collaborative-competitive teaching model has significant value in collegiate volleyball education. Through teaching methods such as collaborative games, volleyball competitions, technical training challenges, and teacher-student confrontations, students can develop comprehensively through cooperation and competition. This teaching model cultivates students' teamwork, competition awareness, and technical proficiency while enhancing their enthusiasm and participation. Teachers should focus on student interaction and communication, provide timely feedback and encouragement, and assist students in improving their technical skills and abilities.

5.2. Teaching Methods and Tools

In collegiate volleyball teaching, the cooperative-competitive instructional model is widely used to stimulate students' interest in learning, improve their technical skills, and develop team awareness. Firstly, teachers can design various cooperative games to promote collaboration and communication among students. For example, students can be divided into groups to work together on specific volleyball training tasks. Students in each group need to collaborate, assist each other, and solve technical problems together. Through cooperative games, students can learn to listen to others' opinions, respect others' ideas, and contribute their own abilities in teamwork. Secondly, teachers can organize volleyball competitions to foster students' competitive spirit. The competitions can be conducted in team matchups or individual contests, where students can showcase their volleyball level and athletic abilities. Teachers can establish reward mechanisms to motivate students to actively participate in the competitions and give their best effort to demonstrate their individual skills. Through competition, students can enhance their self-confidence, improve their ability to handle pressure, and continuously push their limits. Additionally, teachers can introduce technical skill challenges to facilitate skill improvement through student-to-student comparison. For example, in traditional passing and serving drills, teachers can pair up students for passing and serving competitions to determine who can achieve higher consecutive counts or more accurate technique. Through these challenges, students reflect on their own skills and seek ways to improve, thereby raising their individual technical proficiency. Lastly, teachers can adopt a teacher-student confrontation approach for instruction. In this mode, the teacher participates as a member of the opposing team and engages in real-game scenarios with the students. By experiencing confrontation with the teacher, students can better understand the real match environment and learn how to respond to various techniques and tactics. At the same time, teachers can provide timely guidance and feedback to help students improve their skills.

In conclusion, the cooperative-competitive instructional model is widely applied in collegiate volleyball teaching. Teachers can implement this model through designing cooperative games, organizing volleyball competitions, introducing technical skill challenges, and teacher-student confrontations. This approach combines cooperation and competition, fostering students' teamwork abilities and inspiring their competitive spirit, effectively enhancing their technical skills and team awareness.

5.3. Assessment of Teaching Effectiveness

In the context of teaching volleyball in higher education, the application of the cooperative-competitive teaching model can be evaluated through the assessment of teaching effectiveness. Teaching effectiveness assessment refers to the comprehensive evaluation of the implementation of the teaching model and the learning outcomes of students. It not only focuses on whether students have improved their technical skills but also emphasizes the development of their teamwork, innovation abilities, and overall qualities. Firstly, teaching effectiveness assessment can be conducted through students' technical performances. Teachers can observe students' performance in volleyball matches and evaluate their skills in serving, receiving, spiking, defending, and other technical actions. By assessing students' technical performances, the improvement brought about by the cooperative-competitive teaching model in their technical proficiency can be understood. Secondly, teaching effectiveness assessment can also be based on students' teamwork skills. In the cooperative-competitive teaching model, students are required to collaborate within groups to solve problems, create strategies collectively, and demonstrate their teamwork spirit through competitive matches. Teachers can observe students' performance in cooperative activities, such as communication, cooperation, and mutual support, to assess their teamwork abilities. Furthermore, teaching effectiveness assessment can be conducted by evaluating students' innovative thinking and problem-solving skills. In the cooperative-competitive teaching model, teachers can design innovative collaborative activities or problem scenarios that require students' thinking and problem-solving. Students need to unleash their imagination and creativity and provide novel solutions. By assessing students' performance in

innovative thinking and problem-solving, the effectiveness of the teaching model in cultivating students' innovation abilities can be understood. Lastly, teaching effectiveness assessment can be conducted by evaluating students' overall qualities. These qualities include physical fitness, psychological resilience, social skills, and other aspects. Teachers can observe students' physical coordination, endurance, flexibility, psychological resilience, ability to handle pressure, as well as their communication and interpersonal skills during cooperative activities. By assessing students' overall qualities, the promotion of students' comprehensive development through the cooperative-competitive teaching model can be understood [8].

In conclusion, the application of the cooperative-competitive teaching model in higher education volleyball instruction can be evaluated through teaching effectiveness assessment. This assessment can comprehensively evaluate students from aspects such as technical performances, teamwork abilities, innovative thinking and problem-solving skills, and overall qualities. By analyzing the assessment results, the educational effectiveness of the cooperative-competitive teaching model for students can be understood, providing a basis for teaching improvement and optimization.

6. The Development Trend of Cooperative-Competitive Teaching Model in College Volleyball Teaching

The cooperative-competitive teaching model has made significant progress in college volleyball instruction and is gradually becoming the mainstream approach. In the future, it will continue to evolve and exhibit the following trends. Firstly, the integration of technology and data. With advancing technology, the use of technology and data in volleyball instruction will become more widespread and in-depth. Teachers can utilize video playback and analysis software to help students better understand and evaluate their performance. Additionally, data analysis and statistics can provide more accurate assessment and feedback, facilitating individual progress. Secondly, the integration of interdisciplinary teaching. Volleyball instruction is no longer confined to a single discipline but is deeply integrated with other subjects. For example, principles from physics can assist students in understanding the trajectory of a ball, while psychological knowledge can be applied to teamwork and mental training. This interdisciplinary integration will make volleyball instruction more comprehensive and holistic. Thirdly, increased intercollegiate exchange and competitions. In the future, there will be more frequent and close exchanges and competitions in volleyball instruction among different colleges and universities. Students can engage in communication and competitions with peers from other institutions, sharing experiences and techniques, thereby gaining a more comprehensive and profound instructional experience. Such exchange and competition activities will further drive the development and optimization of the cooperative-competitive teaching model. In conclusion, the future trends in the development of the cooperative-competitive teaching model in college volleyball instruction include the integration of technology and data, the integration of interdisciplinary teaching, the advancement of online teaching, and the strengthening of intercollegiate exchange and competitions. These trends will provide students with enhanced learning experiences and promote the comprehensive development of their individual skills and teamwork abilities.

7. Conclusion

This article discusses in-depth the application of the cooperative-competitive teaching model in college volleyball instruction. In recent years, teachers have recognized the potential of this model to cultivate students' teamwork and competitive spirit, thereby enhancing their technical proficiency and overall performance. The cooperative-competitive teaching model has positively influenced students' participation and learning outcomes in college volleyball instruction. By organizing cooperative training and competitive matches, students actively engage in the teaching process and foster a positive cooperative atmosphere. Additionally, the competitive element motivates students to demonstrate greater enthusiasm and drive during skill training and matches, thereby improving their skill level and performance. However, it is important to acknowledge the limitations of the cooperative-competitive teaching model in college volleyball instruction. Some students may struggle with the pressure of competition, leading to a decrease in their motivation to learn. Furthermore, teachers must consider individual differences among students and resource constraints when designing and implementing this teaching model to ensure maximum effectiveness. Through continued exploration and practical application, we can aspire to provide more innovative and effective instructional approaches, contributing to the improvement of college volleyball teaching quality.

References

- [1] Li Ming. *Analysis of the dilemma of college sports volleyball teaching and its strategy application* [J]. *Science Fiction Pictorial*, 2022 (11): 265-266.
- [2] Gao Feng. *Difficulties of college sports volleyball teaching and improvement strategy experience* [J]. *Science and Technology Information*, 2021,19 (06): 151-153.
- [3] Hua Linna. *Effective application of stratified mutual aid teaching mode in college volleyball teaching* [J]. *Sports fashion*, 2018 (10): 137.
- [4] Bai Xue, Linghu Changqin. *Discussion on the implementation of stratified mutual aid teaching mode in university volleyball teaching* [J]. *Contemporary Sports Technology*, 2018,8 (02): 101-102.
- [5] Li Donghui, Mu Tao. *The dilemma of college sports volleyball teaching and its coping strategies* [J]. *Contemporary Sports Science and Technology*, 2016,6 (36): 63-64.
- [6] Meng Yaling, Cai Yuanqiang. *Group cooperation competition theme teaching mode middle students learning motivation stimulation strategy* [J]. *Journal of Yan'an University (Social Science Edition)*, 2021,43 (04): 122-128.
- [7] Guang Chengli. *Experimental study on the influence of group cooperative competition teaching mode on the teaching effect of tennis among college students* [D]. *Hangzhou Normal University*, 2019.
- [8] Han Yunlong, Hu Yongmei, Ding Houcheng, etc. *Teaching mode of curriculum design based on cooperation-competition mechanism* [J]. *Journal of Anhui University of Technology (Social Science Edition)*, 2012,29 (04): 122 + 124.