

Innovation and Practice of College Volleyball Teaching Model Based on Training and Competition

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Abstract: This article explores the innovation and practice of volleyball teaching mode in universities based on training and competition. Firstly, provide an overview and analysis of the teaching mode of volleyball in universities, pointing out the existing problems and challenges. Then, from the perspectives of educational teaching theory, sports training theory, and volleyball teaching theory, the theoretical basis for the innovation of volleyball teaching models in universities was proposed. Subsequently, the concept, design, implementation, and effectiveness evaluation of training-based and competition-based university volleyball teaching models were discussed separately. In Chapter 6, the specific application of innovation and practice in the teaching mode of college volleyball was explored by analyzing two practical cases. Finally, the research is summarized, and further prospects and suggestions are proposed. This study aims to provide reference and inspiration for the innovation and practice of volleyball teaching models in universities and to provide theoretical support for improving the quality of volleyball teaching in universities.

Keywords: Teaching mode of volleyball in universities; Innovation; Practice; Training; competition

1. Introduction

As a popular sport, volleyball is widely used in the higher education system. With the continuous updating of educational concepts and teaching methods, the teaching mode of volleyball in universities must also be innovated and practiced. Traditional teaching methods are often limited to classroom teaching, requiring more practice and training and challenging students to cultivate practical skills and comprehensive qualities. Therefore, the innovation and tradition of university volleyball teaching models based on training and competition have become a significant concern. However, creating and practicing volleyball teaching models in universities also requires some help and has difficulties. For example, more exploration and measures are needed in areas such as changes in teacher teaching philosophy, allocation of teaching resources,^[1] and establishment of teaching evaluation systems. This study explores how to improve the quality and effectiveness of volleyball teaching in universities through training and competition.

2. Overview of Volleyball Teaching Models in 2 Universities

2.1. Development History of Volleyball Teaching Models in Universities

The development process of volleyball teaching models in universities can be traced back to the early 20th century. Initially, university volleyball teaching mainly focused on classroom teaching, emphasizing explaining basic techniques and imparting theoretical knowledge. Students specifically learn technical movements by watching the teacher's demonstration and imitation. However, this teaching model has limitations, as students' practical abilities and comprehensive qualities still need to be fully developed. With the continuous promotion of physical education reform, the teaching mode of volleyball in universities has begun to extend towards diversification. Introduced elements of training and competition, emphasizing a teaching approach that combines practice and theory. Teachers impart knowledge and technology and become coaches and guides for students. In recent years, with the popularization of sports competitions in universities and the improvement of volleyball levels, the teaching mode of volleyball in universities has also further developed. More and more universities are combining training with competitions and organizing internal and external competitions to cultivate students' competitive strength and competition experience. The focus of teaching is gradually shifting from technical training to tactical

guidance and the cultivation of teamwork skills. However, some things could still be improved with the teaching mode of volleyball in universities. On the one hand, classroom teaching still dominates, with limited time and opportunities for practice and training. On the other hand, the need for more scientific teaching methods and influential textbooks poses challenges for teachers in the teaching process. The development of volleyball teaching mode in universities has shown a transformation trend from traditional to diversified. Future development should focus on increasing the proportion of practice and training and pay more attention to cultivating students' practical skills and comprehensive qualities. At the same time, it is necessary to strengthen the cultivation of teaching abilities and the allocation of teaching resources for teachers and promote further innovation and improvement of volleyball teaching models in universities.^[2]

2.2. Analysis of the Current Situation and Problems of Volleyball Teaching Models in Universities

The traditional classroom teaching mode still dominates, leading to a need for more opportunities for students to practice and train. Excessive emphasis on technical explanation and theoretical knowledge transmission in the classroom is a need for more cultivation of students' practical operation and combat abilities. This single teaching method makes it challenging to meet students' actual needs and limits their progress in volleyball. Some textbooks must be updated to meet the development requirements of modern volleyball competitions. Meanwhile, teachers need more scientific teaching methods and practical teaching resources in the teaching process. This makes it difficult for teachers to effectively stimulate students' interest and enthusiasm in teaching, resulting in poor teaching effectiveness. The teaching mode of volleyball in universities still needs improvement in the combination of practice and competition. Although some universities organize competitions to cultivate students' competitive strength and experience, the time and opportunities for matches are relatively limited, and their role in practical skills and comprehensive quality cultivation cannot be fully utilized. Meanwhile, the lack of systematic training plans and personalized guidance limits students' performance and progress in competition.

3. Theoretical Basis for Innovation of Volleyball Teaching Models in Three Universities

3.1. Education and Teaching Theory and Innovation

The foundation of innovation in the teaching mode of volleyball in universities mainly involves education, teaching, and innovation. Education and teaching refer to the theoretical system that analyzes and studies education and teaching processes, providing guidance and support for teaching practice. The application of education and teaching in volleyball in universities is significant for innovating teaching models. Constructivism offers a practical, innovative teaching approach. Constructivism believes that learning is actively building knowledge through students, emphasizing their active participation and exploratory learning. In college volleyball teaching, students can be encouraged to participate in the planning and decision-making process of training and competitions, cultivating their self-learning and problem-solving abilities. Task-based learning can promote innovation in the teaching mode of volleyball in universities. Task-based education emphasizes that learning should be task-centered and encourages student learning and development by solving practical problems. In college volleyball teaching, various tasks, such as game simulation and technical challenges, can be designed to enable students to apply the knowledge and skills they have learned in practical situations and improve learning effectiveness. Collaborative learning also provides theoretical support for the innovation of volleyball teaching models in universities. The theory of cooperative learning suggests that knowledge sharing and communication can be promoted through collaborative learning with others, and learning outcomes can be improved. In college volleyball teaching, group cooperation training and competitions can be organized to cultivate students' teamwork spirit and collaborative ability. Technology and media can support the innovation of volleyball teaching models in universities.^[3] Technology and media emphasize using modern educational technology and media tools to provide rich and diverse teaching resources and learning environments. In college volleyball teaching, virtual reality technology, video analysis tools, etc., can be used to provide more intuitive and rich teaching content and learning experiences.

3.2. Sports Training Theory and Innovation

One of the theoretical foundations for the innovation of volleyball teaching models in universities is the theory and creation of sports training. Sports training refers to the academic system that analyzes and studies the process and methods of sports training, providing guidance and support for improving sports

skills and qualities and optimizing training effectiveness. The application of sports training theory in university volleyball teaching is significant for innovating teaching models. The training principles and methods are the key to innovating the teaching mode of volleyball in universities. The training principles include adaptability principles, overload principles, etc., which regulate the scientificity and effectiveness of the training process. In university volleyball teaching, personalized training plans should be developed based on the student's physical fitness and technical level, combined with training principles, emphasizing the scientific and systematic nature. The innovation of training methods is one of the essential directions for creating volleyball teaching models in universities. The traditional teaching model focuses on teaching and practicing techniques, neglecting tactical training and cultivating comprehensive qualities. Therefore, it is necessary to innovate training methods, focus on tactical guidance, and develop team collaboration abilities in university volleyball teaching. For example, students can improve their practical skills and knowledge to cope with various situations through group confrontation and scenario simulation training. The application of sports physiology and sports psychology is also an essential foundation for the innovation of volleyball teaching models in universities. Sports physiology studies the impact of exercise on the body, while sports psychology studies the effects of exercise on psychology.^[4] Both are of great significance for individual training and performance. In the teaching of volleyball in universities, the theories and methods of sports physiology and sports psychology can be applied to formulating training plans and considering individual differences, helping students better develop and cope with the pressure of competition.

3.3. Volleyball Teaching Theory and Innovation

One of the theoretical foundations for the innovation of volleyball teaching models in universities is the theory and creation of volleyball teaching. Volleyball teaching refers to the academic system that analyzes and studies the process and methods of volleyball teaching, providing guidance and support for teaching practice. The application of volleyball teaching theory in college volleyball teaching is significant for innovating teaching modes. Technical training is the core of innovation in the teaching mode of volleyball in universities. Training volleyball skills is crucial for students to master the basics of volleyball techniques and movements. In the teaching of volleyball in universities, appropriate technical training methods should be adopted based on the different levels of students, combined with their characteristics and needs, such as decomposition training method, overall training method, etc., to improve their technical level and standardized movements. Tactical guidance is one of the essential directions for innovating the teaching mode of volleyball in universities. The traditional teaching model often only focuses on technical teaching and neglects tactical guidance. In university volleyball, attention should be paid to cultivating students' tactical awareness and execution ability. Students can improve their practical competition and teamwork abilities through tactical training and analysis. Teaching evaluation is also one of the critical links in the innovation of volleyball teaching models in universities. Teaching evaluation can not only evaluate students' learning outcomes but also provide directions for improvement and progress for teachers and students. In volleyball teaching in universities, various forms of teaching evaluation methods should be adopted, such as exams, practical evaluations, technical analysis, etc., to evaluate students' learning situations and performance comprehensively. The role and quality of teachers are also essential factors in the innovation of volleyball teaching models in universities. Teachers need to possess solid professional knowledge and rich teaching experience as the leaders and guides of teaching. At the same time, teachers should also have good communication skills and teamwork spirit, which can stimulate students' interest and enthusiasm in learning.

4. Innovation of Training-Based Volleyball Teaching Model in Universities

4.1. Overview of training-Based Volleyball Teaching Models in Universities

The training-based volleyball teaching model in universities is an innovative teaching method that takes training as the main focus and improves students' skill level and competitive ability through systematic training. This teaching model focuses on individual training and technical improvement of students, cultivating their physical fitness and technical abilities through scientific and reasonable training plans and methods. Compared to traditional theoretical teaching, this model places more emphasis on practical operations. Through continuous training and feedback, students can improve in practice and reach professional levels. At the same time, the model also focuses on cultivating students' self-learning ability and teamwork spirit so that they have better adaptability and competitiveness. This training-based teaching model can help students master skills and knowledge more comprehensively,

laying a solid foundation for their future development.^[5]

4.2. Design and Implementation of Training-Based Volleyball Teaching Mode in Universities

Designing and implementing a training-based volleyball teaching model in universities requires clear teaching objectives, such as improving students' volleyball skills and cultivating a spirit of teamwork. Develop a reasonable training plan based on teaching objectives and the actual situation of students, including training time, frequency, and content. According to the technical level of students, specialized training is carried out in stages, including basic skills (such as passing and receiving, serving, spiking, etc.) and advanced skills (such as fast attack, blocking, etc.) training. Provide personalized guidance and guidance based on individual differences among students, helping them solve technical problems and improve their skill levels. Cultivating students' tactical awareness and adaptability by simulating competition scenes and conducting tactical exercises. Enable students to practice repeatedly and become familiar with technical movements and tactical applications during training. Provide timely feedback and evaluation to students, guiding them to improve and enhance training effectiveness. Organize volleyball matches on and off campus, allowing students to apply their training results to actual games and provide post-match summaries and reflections. Provide necessary equipment support to ensure that students can engage in practical training. Coaches and teachers should be guides and motivators, guiding students through training and providing professional guidance and encouragement. Through the above design and implementation, universities' training-based volleyball teaching model can effectively improve students' skill level and competitive ability, cultivate their teamwork spirit and self-learning ability, and lay a solid foundation for their future development in the volleyball field.

4.3. Evaluation of the Effectiveness of Training-Based Volleyball Teaching Mode in Universities

Evaluating the effectiveness of the training-based volleyball teaching mode in universities is critical, which can be improved through (1) technical level: students' volleyball technical level should be significantly improved through the design and implementation of the teaching mode. Testing and evaluation can be conducted before and after training to compare students' performance in different technical projects and analyze their progress. (2) Competition results: One of the goals of the teaching mode is to improve students' performance and grades in competitions. By evaluating the effectiveness of this mode through competition results, students can compare their performance before and after participating in the mode, their rankings, and the level of competition from their opponents.^[6](3) Confidence and teamwork spirit: Cultivating students' confidence and teamwork spirit is also one of the goals of this teaching model. By observing students' performance in training and competitions, evaluate their confidence, motivation, and collaboration with teammates. (4) Student feedback: Student feedback is an essential basis for evaluating the effectiveness of teaching models. Through questionnaire surveys or interviews, students can understand their feelings and opinions on the teaching mode, whether they feel the training content is sufficiently challenging and effective, and whether it is helpful for their technical improvement.

5. Innovation in the teaching mode of college volleyball based on competitions

5.1. Overview of Competition Based Volleyball Teaching Models in Universities

The competition-based teaching model of college volleyball is an innovative teaching method that regards competition as the core content of teaching and cultivates students' skills and competitive abilities by actively participating in actual matches. This teaching mode breaks through the traditional theoretical teaching mode and focuses more on developing student's practical skills and teamwork spirit. In the game, students will face natural competition environments and opponents, exercise their technical and tactical skills, and cultivate self-confidence and cooperation awareness. By participating in contests, students can improve their skills, enhance their competitive understanding, and feel the importance of teamwork and collective honor, laying a solid foundation for their future career development. Universities' competition-based volleyball teaching model can stimulate students' interest and enthusiasm in learning, improve their effectiveness and comprehensive quality, and is a highly effective teaching model.

5.2. Design and Implementation of Competition-Based Volleyball Teaching Mode in Universities

Universities can design a competition plan, determine the time, place, and participants, and organize

students to participate in competitions, such as intramural and intercollegiate competitions. At the same time, consideration should be given to the difficulty and scale of the competition, ensuring that the competition's content matches the students' technical level. Colleges and universities need to formulate competition rules and establish clear competition rules, including the scoring system, rules and referee responsibilities, so as to ensure the fairness and standardization of the competition. Then, colleges and universities need to group and pair, dividing students into appropriate groups or pairs according to their technical level and strength to ensure students' competitiveness and balance in the competition. Colleges and universities should provide the interaction between teachers and students, and teachers should actively participate in the competition, act as referees or coaches, guide students' competition skills and tactical concepts, and provide real-time feedback and guidance. Colleges and universities should also observe and learn, and arrange students to observe other competitions, such as professional or international competitions, to help students learn, absorb experience, and stimulate their interest in learning and the motivation for progress. Colleges and universities should summarize and reflect on the overall performance after the competition in time.^[7] Teachers and students participate together to analyze the problems and shortcomings in the competition and make improvements and enhancements for the next competition.

5.3. Evaluation of the Effectiveness of Competition-Based Volleyball Teaching mode in Universities

The evaluation of the effectiveness of the competition-based volleyball teaching mode in universities can be based on (1) improvement of technical level: through this teaching mode, students should significantly improve their technical level of volleyball. By conducting technical tests and evaluations, students can compare their performance on technical projects before and after this teaching mode and analyze their progress. (2) Competition results: One of the goals of the teaching mode is to improve students' performance and grades in competitions. By evaluating the effectiveness of this mode through competition results, students can compare their competition scores before and after participating in this mode, their rankings, and the level of competition from their opponents. (3) Teamwork ability: The competition-based teaching model focuses on cultivating students' spirit of teamwork. It can evaluate the degree of cooperation and teamwork ability of students in competitions. (4) Confidence and stress resistance: This teaching model should enhance students' confidence and stress resistance through practical training through competitions. It can be evaluated by observing the performance and attitude of students in competitions, as well as their response to challenges and pressure. (5) Student feedback: Student feedback is an essential basis for evaluating the effectiveness of teaching models. Through questionnaire surveys, verbal feedback, or interviews, students can understand their feelings and opinions on the teaching mode, whether they feel more motivated and interested in learning through competitions, and whether they can effectively improve their technical level and competitive ability.

6. Analysis of innovative teaching models and practical cases of volleyball in 6 universities

6.1. Case One: Teaching Model of Combining Training and Competition for the Volleyball Team of Wuhan University of Physical Education

The volleyball team of Wuhan Sports Institute has adopted an innovative teaching model that combines training with competition to improve students' skill level and competitive ability. In this mode, students engage in daily technical activities and actively participate in various contests to exercise and improve themselves through practice.

The team organizes regular internal matches. Through internal competitions, students can apply their learned skills and tactics in a natural competitive environment and improve their practical application abilities. In the game, the coach serves as a referee and instructor, providing timely feedback and guidance to students and helping them improve their technical and tactical issues. The team actively participates in competitions both on and off campus. Students participating in campus volleyball competitions can compete with other teams in terms of strength, improve their technical and tactical skills, and enhance their competitive awareness. At the same time, they actively participate in inter-school provincial and municipal competitions, exchange ideas with teams from other universities, broaden their horizons, and improve their competition experience and abilities. The team also encourages students to participate in professional and international competitions. By participating in professional competitions, students can interact with higher-level opponents, improve their volleyball skills, and lay a foundation for their future career development. At the same time, participating in international competitions can enhance students' global perspectives and increase opportunities for cross-cultural

communication. The Nanjing University volleyball team has achieved significant results through a teaching model that combines training and competition.^[8]The technical level of the students continues to improve, and the team has achieved excellent results in both on-campus and off-campus competitions. Several students have also entered the national volleyball team.

6.2. Case 2: Practice of Competition Volleyball Teaching Model at Beijing Sport University

Case background: Beijing Sport University is a comprehensive university with abundant sports resources and excellent volleyball teams. Anhui University has adopted a competition-based volleyball teaching model to improve students' volleyball skills and interests.

Case Overview: The volleyball teaching model based on competitions at Beijing Sport University mainly cultivates students' volleyball skills and competitive spirit by organizing campus competitions. This model breaks through the constraints of traditional teaching and focuses more on practice and communication, allowing students to exercise their skills and abilities in real competition scenarios.

Case steps: Beijing Sport University organizes on-campus volleyball competitions every semester, including men's, women's, and mixed groups. Through the competition, students can personally experience the tension and intensity of volleyball matches and improve their skills and competitive literacy. The school organizes teams based on the level and experience of students in volleyball, ensuring the balance of each group. This can make the competition more fair and enhance students' competitive motivation. In the competition, coaches and teachers will guide and explain to students how to apply skills and tactics correctly. Through practice and reflection, students can better understand and master the technical points of volleyball. Beijing Sport University will also organize inter-school volleyball competitions, allowing students to compete with athletes from other universities. This can increase students' competitive awareness and challenging spirit and improve their volleyball level. In the competition, students must work closely with their teammates to complete the competition tasks together. This can improve students' teamwork and communication skills.^[9]

Case effect: Through a competition-based volleyball teaching model, Beijing Sport University has successfully trained a group of excellent volleyball players and achieved good teaching results. The students improved their technical level in the competition and cultivated a spirit of teamwork and competitiveness while deepening their interest and understanding of volleyball.

7. Conclusion

Through the innovation and practice of Anhui University's competition-based volleyball teaching model, students have received a more practical and comprehensive volleyball education. This model breaks through the limitations of traditional teaching and emphasizes the cultivation of practice, communication, and competitive spirit, enabling students to gain more growth and improvement in real competition scenarios. Through graded team building, guided teaching, and the provision of competition opportunities, students improve their technical skills and cultivate a spirit of teamwork and competitiveness.^[10]This training and competition-based university volleyball teaching model not only produces excellent volleyball players but also lays a solid foundation for the professional development of students.

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