

# Application of small group sports teaching model in tennis teaching in colleges and universities

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**ABSTRACT.** *Based on the theory and practice of small-group sports teaching mode at China and abroad, this article combining the physical and mental characteristics of contemporary college students and the general law of tennis teaching to carry out experimental research on tennis teaching in colleges and universities, aiming to introduce the small group sports teaching model into the teaching process of colleges and universities, grasp the ideological essence of the small group sports teaching model, fully reflect the student's dominant position under the leading role of teachers, and strive to explore the potential of individuals and groups cooperation and innovation, while improving students' skills and physical fitness, in order to enrich tennis teaching theory and promote the sustainable development of tennis teaching in colleges and universities.*

**KEYWORDS:** *Small groups, Physical education, Colleges and universities, Tennis*

## 1. Introduction

At present, based on the continuous expansion of enrollment and improvement of the level of education for all, colleges and universities in our country gradually appear in some practical courses with many students and few teachers, and some students cannot obtain reasonable teaching demonstration and guidance. Frequently, this is especially true for the practical course of physical education. Based on this phenomenon, colleges and universities should vigorously recruit relevant teachers, on the other hand, they should actively cultivate teaching methods to improve the current problem of teaching resource allocation, and provide solutions for improving the effectiveness of physical education courses.

Based on this phenomenon, this article will take the application of the small group sports teaching model in tennis teaching in colleges and universities as the research object, aiming to achieve the effects of student's physical exercise, and sports participation awareness by exploring the reform and innovation of college physical education. The comprehensive improvement of the ability to cooperate with teams provides theoretical and practical reference for the realization of physical education reform.

## 2. Summary of the Small-Group Physical Education Model

Small group learning is also known as "small group learning", which was proposed by Japanese educator Matsuda Iwao in the "Sports Education Law" and interprets small group learning as: "Small group learning divides the class into several groups (it is to make Groups that have their own goals and methods, and all learners work together at the same time, and work together to guide learning[1].

The small group sports teaching model refers to a learning group composed of two or more people due to the common learning purpose. The members of the small group contact each other during the teaching process, and have the same learning goals and norms. During the learning process Direct interaction and contact.

### 3.1 Teaching Ideas

The teaching idea of small group physical education is centered on the idea of small group teaching, that is, through group learning, the learning effect of "1+1>2" is achieved, the learning efficiency in the group is improved, and the students are compared through a certain learning environment. The learning efficiency of self-independent learning improves students' interest in learning and self-supervised and supervised learning consciousness through the role of groups, and provides a positive impetus for improving students' motivation in sports learning[2].

### **3.2 Teaching Objectives**

The goal of the small group physical education model is clear: on the basis of improving students' motor skills and developing students' physical fitness, it promotes student interaction and improves students' social behavior. Once a student learns a sports skill, this skill can bring them the pleasure of sports and the joy of success. This sports skill is likely to accompany the student's life, then lifelong sports will be realized naturally.

### **3.3 Operating Procedures**

Consult the relevant literature to analyze the operating procedures of the small group physical education model. The small group sports teaching model can be divided into 5 steps: Teachers' requirements-small group composition-small group learning-inter-group activities-teacher summary evaluation. Although these five steps seem simple, they are all actively revolving around a principle, That is, give full play to the status of student subject.

### **3.4 Applicable Conditions**

The application of the small group teaching model has certain requirements. First of all, the small group sports teaching model is applied to a certain number of students. First of all, the number of students should not be too large. In order to facilitate grouping, the total number of students should not be more than 30. This condition is in line with the current number of sports courses in most universities in my country. At the same time, for tennis courses, the practice of tennis requires a certain number of people to facilitate the organization of students in different positions. Therefore, the small group sports teaching model has a high applicability in the tennis courses of colleges and universities in my country.

## **4. Suggestions on the Application of Small Group Physical Education Teaching Model in Public College Tennis Courses**

Tennis has a very high value of exercise and appreciation, and students are more interested in this, but the venues used by colleges and universities are outdoor venues, and the tennis courses have been carried out so far. Therefore, in order to enable students to learn tennis skills more efficiently within the limited course development time, it is necessary to expand students' learning time and passion for sports. In this case, suitable learning partners and practice partners are indispensable conditions for the after-school practice of tennis sports, and the small-group physical education model can provide students with good after-school learning companions and Practice conditions [3].

### **4.1 It is Recommended That the Tennis Elective Courses in Colleges and Universities Adopt the Teaching Mode of Small Group Physical Education**

"Small group sports teaching mode" is a sports teaching mode based on exploration activities. At present, college students are full of innovation and love to explore. Therefore, in the teaching process, teachers should design teaching according to the needs of students so that students can give full play to their own. The subjective initiative can achieve the social training of students while improving the quality of students' learning. Tennis has a very high sports and appreciation value, students have a higher interest in this, focusing on group formation. Teachers guide students to increase the interaction and communication between students in a series of cooperative exercises, and promote the peer relationship between students, and then promote the natural formation of learning groups between students, and then through the adjustment of teachers Assist in the formation of small learning groups. After the formation of small groups, you can further strengthen the interaction between learning small groups and the formation of learning mutual aid networks through teaching guidance and the arrangement of learning objectives after class, and finally form a mature and solid form of small group learning. In order to promote the formation of mutual learning and interaction between students, teachers can also properly apply some intergroup competitions to promote the stability of small groups.

### **4.2 Develop Group Leaders**

For every small group, teachers should organize students to elect a leader who is convinced by the members by democratic voting. The leader of each group is obliged to encourage group members to actively participate in

small group learning Go among them. At the same time, teachers should also pay attention to these team leaders and focus on training them as their assistants, let them play the role of teaching assistants, assist teachers in the organization of teaching activities and help members of the group to conduct classroom learning. The leader of each group must also actively use their brains, brainstorm within the group, and actively organize members of the group to display the learning results; coordinate the relations among the members of the group; act as the leader of the teaching competition between groups, etc.

#### ***4.3 Teachers Should Adopt Multiple Methods to Evaluate Learning Effect***

Teaching evaluation includes student self-evaluation, student mutual evaluation and teacher evaluation. For the evaluation of physical education courses, this study believes that, based on the group physical education model, physical education teachers should pay more attention to the self-evaluation of students and the mutual evaluation between students.

Teachers should guide students to reflect on their strengths and weaknesses in learning, and encourage students to take the initiative to self-evaluate, so that students can truly discover their own shortcomings, and their behavior and opportunities to improve their learning are more positive. At the same time, the “small group sports teaching model” student mutual evaluation mechanism can be divided into internal group mutual evaluation and inter-group mutual evaluation. Through this mutual evaluation mechanism, students can reflect on their own behavior by observing the learning behavior of others. Finally, through the teacher’s evaluation, the learning members of each group can modify self-evaluation and mutual evaluation according to the teacher’s evaluation to improve the evaluation level; and can fully integrate various evaluation results, more comprehensively and objectively recognize themselves and the existence of the learning group Problems can be corrected in a targeted manner to effectively improve the ability to learn and practice.

### **5. Conclusion**

Interest and lifelong sports consciousness are inextricably linked. With the small-group physical education model, teachers in the classroom continue to encourage students and students to participate in the group, engage in a series of interactions with their peers and establish important connections; by inspiring teaching, Allow students to exert group power for group discussion and self-inquiry learning. The teacher acts as a guide so that each student can achieve the established cognitive, skills and emotional goals in each classroom, thereby improving the student’s A sense of accomplishment stimulates and solidifies the intrinsic motivation of students to carry out sports, and then cultivates students' lifelong sports awareness. The actual classroom teaching is short, and the practice time in the classroom is limited. The small-group physical education model is to achieve good internal and external consistency through group mutual aid learning, that is, students can participate in exercises in the form of groups outside the class to help each other, which in a sense extends the classroom to extracurricular.

Europeans and Americans emphasize individualism, but they have a strong sense of cooperation; Chinese people emphasize collectivism, but cooperation consciousness is far less than Europeans and Americans. The small group sports teaching model is the first initiative of Europeans and Americans. Each member of the group has its own responsibilities. This is the essence of individualism, that is, it can clearly define its role in the group, so individualism and collectivism are unified of. Strong group cohesion is an effective magic weapon for the efficient operation of the group. A small group physical education model is used in classroom teaching. Teachers guide students to carry out a series of mutual assistance and competition to continuously increase student group feelings, enhance group cohesion and strengthen student unity Sense of cooperation.

### **References**

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