

Research on the Application of Emotional Experience Teaching Method in College Tennis Teaching

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ABSTRACT. Emotional experience teaching method is a new and extended group learning method, which can effectively stimulate the learning content by setting up relevant specialties, pertinence and can effectively stimulate the learning content to carry on the relevant test, so as to enhance and cultivate the participants' quality and ability in many aspects. This kind of experiential teaching method has been applied to the tennis teaching in colleges and universities, which has broken the traditional teaching mode of tennis teaching based on "teaching", and has become a universal teaching method in physical education teaching at present. It has an important positive effect on the improvement of the comprehensive quality of college students. Meaning. In order to promote the quality of college tennis teaching, emotional experience teaching method is reasonably integrated into it. This paper rationally analyzes the significance of adopting emotional experience teaching method in college tennis teaching, and probes into the concrete and feasible strategies.

KEYWORDS: College emotional; Experience teaching method; Tennis teaching

1. Introduction

Under the background of deepening the teaching reform of quality education in our country, it is required that the teaching goal should be to promote the all-round development of students' morality, intelligence, physique and beauty. However, in the physical education teaching of colleges and universities in our country, students are not interested in the establishment of physical education courses, more for the purpose of class, for the sake of credit, there is a lack of a certain degree of autonomy. The introduction of emotional experience teaching method, which changes the teaching method from paying attention to the subject itself to paying attention to people, has a deeper teaching significance and greatly improves the present situation of physical education teaching in colleges and universities. College tennis teaching through the integration of emotional experience teaching method, a good jump out of the traditional utilitarian, should be The trial teaching mode greatly enriches the teaching content and enhances the students' initiative in learning, so as to promote the quality of college tennis teaching classroom.

2. The Significance of Introducing Emotional Experiential Teaching Method into College Tennis Teaching.

2.1 Develop Students' Enthusiasm for Tennis

As far as the teaching of individual subjects of physical education in universities is concerned, the setting of most physical education training courses still stays with the teaching mode of project skills and a single training mode in the traditional teaching mode, which is difficult to stimulate students' interest in learning and lacks innovation. The main purpose of college physical education curriculum is to release students' nature, strengthen students' physique, put them into daily study with a better mental state, and better solve the pressure and challenges encountered in life, but the traditional teaching methods can not meet this teaching standard, and this teaching effect can be achieved well through emotional experience teaching method. In the big In tennis teaching, reasonable integration of experiential teaching method changes the past classroom form, effectively enriches the content of teaching and training, creates a relaxed and pleasant classroom atmosphere, makes students become the main body of the classroom, and gives students the space to fully display their personality. In tennis teaching, many technical essentials need to be emphasized. It is inevitable that it will be too boring when teaching relevant skills and methods. Emotional experiential teaching method is of great significance to stimulate students' interest in learning and arouse students' interest in learning.

2.2 Promote Students' Problem-Solving and Teamwork Skills

The emotional experiential teaching method emphasizes that students are the main focus and based on the methods suitable for students' physical and mental development, to guide students to feel the charm of sports and tennis, so as to actively explore the laws and achieve the purpose of mastering the movement skills of this sport more deeply. Through the emotional experiential teaching method, teachers can communicate more deeply with students, and better reflect on teaching through students' feedback. At the same time, they can promote students to improve their ability to analyze and solve problems. In addition, the emotional experiential teaching method needs a lot of teamwork training, which reflects the significance of teamwork. In this process, the ability of team cooperation of students is greatly enhanced. Through the exchange of experience and skills among the members of the team, the emotional connection between students is enhanced, thus promoting the formation of the spirit of unity and cooperation. Furthermore, in the teaching method of emotional experience, the competition mode teaching is applied intelligently, and the students' learning ability can be improved and the strength of the team is felt.

2.3 Promote the Development of Students' Self-Experience Ability

Under the mode of quality education, in addition to the all-round development of students' comprehensive ability, it is also necessary to promote the development of students' personality. According to the age characteristics of college students, most of them already have certain ability of self-management and analysis and handling of affairs. Therefore, in the specific teaching, teachers should pay attention to listening to students' opinions, encourage students to put forward innovative thinking boldly, and open up the development of students' innovative thinking ability. At the same time, in the process of full communication between teachers and students, constantly promote students' understanding of the curriculum, and form a full resonance with students. Teachers should always fully realize that students have individual differences. In 2005, every student has its own uniqueness, and students must be allowed and attached importance to the ability to think independently. In the concrete teaching process, it is emphasized that teachers should teach students according to their aptitude on the basis of students' physical quality, sports level and other individual qualities, so as to effectively improve students' subjective initiative and cognitive level, and enhance students' sense of self-experience.

3. Implement the Concrete Strategy of Emotional Experience Teaching Method in College Tennis Teaching.

In the actual emotional experiential teaching process, teachers should take the individual of the students as the unit, fully consider the sports ability of each student, and design a specific teaching scheme. Teachers should set up the final concept, keep pace with the times, constantly adapt to the changes of students and environment, constantly reflect on their shortcomings, and make timely adjustments. Through concrete teaching, arouse students' emotional resonance, stimulate students' interest in learning, and realize the importance of lifelong learning, exercise and exercise.

3.1 Teaching Design for Individual Differences of Students

In the concrete teaching design, teachers should always take the students' physical quality as the basis, emphasize the students' healthy development as the basic principle, formulate scientific and reasonable teaching methods according to the individual differences existing in the students, tap the students' inherent potential, and promote the students' all-round development. Teachers should learn to break the traditional teaching concept, take the initiative to approach the students, pay attention to the students, and design the corresponding teaching scheme according to the different situation of the students. Therefore, in college tennis teaching, teachers can teach students at different levels according to the actual teaching conditions and the basic situation of students. The first, already has tennis skills and has real Students with practical experience; second, students with certain tennis skills but insufficient practical experience; and finally, students with no basic skills and no practical experience but strong interest. At the same time, teachers should also take into account students' physical quality, understanding ability, physical skills mastery ability, students through the way of grouping to carry out teaching. Through such grouping, it is beneficial for physical education teachers to compare horizontally and vertically more clearly when they organize teaching activities, to find out the differences between students at different levels, and to guide each group to cooperate in learning, communicate with each other and promote physical education. The improvement of skills. According to the basis of different levels of students, teachers carry out

teaching content design at different levels and carry out different levels of teaching activities, which can not only meet the learning needs of students with good foundation, but also take care of students with slightly weaker physical fitness, and will not hurt students' enthusiasm for learning. At the same time, teachers should guide students at different levels to carry out interlaced learning, cooperate and assist each other, and share their learning experiences. In this way, we can better take care of the learning needs of different students, on this basis, improve tennis skills, respect and meet the individual learning needs of students as much as possible, and improve the effect and quality of teaching.

3.2 Optimizing the Classroom Teaching Process

In response to the requirements of physical education teaching objectives in the new period, tennis teaching in universities must go out of the traditional physical education teaching mode and reasonably integrate emotional experiential teaching method to meet the requirements of physical education teaching in the new period. For example, in the teaching of specific tennis skills, it is the focus of teaching to let students master the technical essentials. First of all, the basic theoretical knowledge should be given to students in an appropriate way. Before leading students to carry out practical operation, we can set up certain problem situations, attract students' attention and stimulate students' interest in learning. We should pay attention to the role of demonstration. For example, the key content of holding a racket in the course is that the position of holding the racket has the power to play tennis. The important influence is that students need to accurately master the position of each thumb holding the racket, and clearly state the starting point and focus point of holding the racket through demonstration. Only in this way, can the students have rules to follow in the specific experience process. After serve, after tennis force, draw a perfect parabola in the air, this complete set of movements has many detailed skills and essentials, before the students carry on independent training, the teacher should give the students full experience and feeling time, measure and judge the serve strength which adapts to themselves. At the same time, teachers should pay attention to observation, so as to ensure timely correction of students' problems. In addition, teachers It is necessary to pay attention to the state of the students in real time in order to make a targeted summary at the end of the class. At the end of each class, the teacher should make the corresponding reflection and summary, and make the corresponding adjustment of the follow-up teaching progress through the feedback of the students.

3.3 Pay Attention to Ensuring the Safety in the Process of Teaching and Training

In all sports, it is inevitable that there will be some hidden dangers of safety. Therefore, in the course of tennis classroom training in universities, teachers should fully consider all kinds of unexpected factors, explain the relevant rules to students and emphasize the importance of obeying the rules. We should try our best to choose an open and spacious training venue. Before the start of independent training, we should conduct a comprehensive investigation of the venue and equipment. The choice of the venue includes whether the construction of the site meets the standard, whether there is water in the uneven, whether there are unsafe sharp objects that are easy to scratch, and so on. In the specific training process, we should first lead the students to do a good job of warm-up exercise, because tennis Exercise requires high intensity attention and running for a long time, warm-up exercise helps to lead students into the state of exercise; secondly, emphasis should be placed on the essentials of action to avoid muscle strain caused by non-standard movements; finally, teachers should grasp the length and interval of training time and avoid fatigue muscle injury caused by long time exercise.

4. Conclusion

As far as the teaching situation of physical education in colleges and universities in China is concerned, it advocates taking the independent development of students as the goal and giving students the space to develop their own interest freely. However, most of them are just talking on paper, only staying on slogans, and there is no actual implementation in place. It is a small step to promote the implementation and development of quality education reform in our country, and it is also a big step to promote the independent development of college physical education teaching by adopting the emotional experiential teaching method in the college tennis teaching, practicing the people-oriented educational teaching idea and meeting the needs of the new curriculum standard reform. To promote the development of college tennis teaching through emotional experiential teaching method, to a great extent It not only lays a good foundation for the development of students' tennis skills and sports ability, but also promotes the development of students' comprehensive quality.

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