

Research on the Application of Multidimensional Training Method in College Tennis Teaching

Yi Xie^{1,2}

*1 School of Physical Education, Hunan Institute of Science and Technology, Hunan 414006, China
2 Hoseo University, Asan City, 31499, South Korea*

ABSTRACT. *In recent years, China's education system has been continuously reformed. Higher education has paid more and more attention to the development of comprehensive quality and comprehensive development of students. Sports education is also an important part of it. The teaching method is worthy of discussion by teachers, how to combine theoretical knowledge research with practical education to help improve the teaching level. Tennis courses continue to be developed in college to enrich students' extra-curricular life. The teaching methods of tennis courses are worthy of discussion by teachers. How to combine theoretical knowledge research with practical education to help improve the teaching level. This paper explores the multidimensional training methods of tennis teaching in many aspects.*

KEYWORDS: *Multidimensional training method; College tennis; Teaching; Applied inquiry*

1. Introduction

In recent years, China's sports industry has climbed to the peak and achieved outstanding results. Tennis is one of the dark horses. It has repeatedly achieved excellent results in various international competitions. Tennis is also offered as a course in colleges and is widely loved by students. As a highly practical sport, the current tennis teaching needs to focus on improving the quality of tennis teaching. The teaching methods of tennis courses also have certain limitations, which affect the improvement of teaching level. Only by combining theory with practice can students be motivated to think positively and exercise tennis properly. Multidimensional training method is a more scientific new teaching method, and its application to tennis teaching can effectively promote the development of tennis teaching.

2. Current Situation of Tennis Teaching in Chinese Colleges

With the development of tennis courses, colleges have become the main position of current tennis education. The tennis training process can improve the physical fitness of students and help their overall development. At present, the level of competition in tennis is constantly improved, the hardware facilities are complete, and the teaching quality is improved. However, the teaching methods of teachers still need to be improved. At present, colleges still take a more traditional approach to the teaching of tennis, and the content and mode are relatively single. In the teaching process, teachers' experience is still used to impart to students, and most of them are subjective experience of teachers. In the classroom, teachers use programmed guidelines and action machinery to direct students to repeat an action. Students learn tennis lessons by repeatedly simulating the teacher's guidance movements. The teaching mode of mastering swing skills and dribbling skills as teaching purposes has hindered students from developing innovative abilities and reduced students' autonomous development. The traditional teaching model overemphasizes the importance of test scores. The purpose of students' study is only to meet the requirements of the test, ignoring the improvement of their own technical level and the development of autonomy. Due to the lack of a certain amount of standardized teaching, teachers also have randomness in teaching, which has certain restrictions on the improvement of students' tennis abilities [1].

3. Connotation and Advantages of Multidimensional Training Methods

The multidimensional training method refers to the three dimensions proposed in optimizing tennis technology and achieving teaching goals during physical education and training: the basic posture of the large muscle group in technical training, the execution subject of the small muscle group in technical training, and the individual recognition ability to make decisions in technical training. Applying this multidimensional training

method to college tennis teaching, teachers can analyze tennis movements and carry out corresponding teaching work in conjunction with its movement trajectory to help students build an overall understanding of tennis. The tennis teacher further splits and combines some of the complex technical movements of tennis, and analyzes the split and combined movements to promote students' understanding of tennis movements and facilitate students' internalization of technical movements. Through this analysis, students' ability to solve problems encountered can be improved, and the innovation and expansion of students' thinking can be realized. Multidimensional training method has great advantages over traditional teaching methods. Through the multidimensional training method, tennis teachers can develop teaching ideas, realize the combination of dynamic and static situational teaching, and can also divide the teaching link to improve students' learning motivation [2].

4. Application of Multidimensional Training Methods in College Tennis Teaching

4.1 Improvement of Teaching Ideas

The improvement and optimization of teaching ideas can greatly improve the teaching quality, which is the key to the teaching effect of tennis courses in colleges and universities. In the actual teaching process, teachers can change the thinking habits of students, design a variety of teaching modes, such as situational practice and target mode, etc., so that students have a more systematic understanding of the technical movements of tennis. Teachers can also introduce a combination of dynamic and static methods in teaching. Static exercises include some close-up exercises to help students deepen their understanding and understanding of the basic movements of tennis. Dynamic exercises include some improvements in dynamic exercises. Teachers can introduce some videos during teaching to help students better understand, and record the process of self-imitation and training in the students' courses, so that students can actually see their daily progress. Through the split and reorganization of technical movements, it helps students to form a cognition of tennis movements and stimulates students' sports enthusiasm [3].

4.2 Optimization of Teaching Goals

Setting reasonable teaching goals can help the teaching activities to be carried out smoothly. Only with reasonable and clear teaching goals can students understand and use the basic technical movements of tennis in multiple dimensions when developing basic tennis sports, and effectively improve their tennis skills and abilities to achieve the purpose of practice. Therefore, teachers should combine and optimize tennis technical movements through different dimensions in the process of organizing teaching, so that students can accurately learn ideas, better master tennis techniques, and enhance the interaction between teachers and students. College tennis teachers adopt appropriate scenario teaching methods, which not only enrich the teaching process, but also improve the quality of students' learning, enable them to master tennis skills and technical movements, and improve their tennis skills.

4.3 Emphasis on Experimental Teaching

The improvement effect of teaching can be seen in the experimental teaching link, so the development of experimental teaching is also very necessary. Teachers can choose some students with weak foundations and weak technical skills as the object of experimental teaching. These students are basically zero, so they can ensure the accuracy of the experiment. In addition, a control group is set up to facilitate the analysis of the teaching experimental results. Teachers should also test the teaching results in time after the experiment, record the relevant data of the assessment students in detail, ensure the validity of the data, compare it with the data under traditional teaching methods, and analyze the areas that need improvement. Finally, teachers need to analyze the development of multidimensional training in actual teaching. After all, multidimensional training may have some difficulties when it is actually used. Because the teaching goals and methods change in a short time, it may make it difficult for students to adapt. Teaching experiments can be used as an auxiliary transition phase [4].

5. Conclusion

In summary, the multidimensional training method can play a good auxiliary role in the current college tennis teaching, so teachers should pay attention to the multidimensional training method. In the teaching process, by carrying out corresponding inquiry and experimental teaching, combining theory with practice, students' ability to think and analyze can be improved, and communication between students and teachers can be increased.

Carrying out tennis teaching through multidimensional training methods can not only improve students' tennis sports skills, but also enhance students' subjective initiative in learning. It also helps to improve the traditional teaching model and cultivate outstanding sports talents in the new era, thereby comprehensively improving the tennis education quality in Chinese college.

References

- [1] Li Fengqiang, Chen Jiaming (2019). Application of multidimensional training method in college tennis teaching. *Contemporary Sports Science and Technology*, vol.9, no.26, pp. 46-47.
- [2] Xu Kailiang (2019). Analysis on the Application of Multi-Ball Training in Tennis Teaching in Colleges and Universities. *Modern Communication*, no.17, pp. 219-220.
- [3] Chen Yongchun, Liu Weiguo (2019). Application and Optimization of Tennis Teaching Methods in Colleges and Universities. *Contemporary Sports Science and Technology*, vol.9, no.21, pp.139-141.
- [4] Wu Lijuan (2019). Innovative Application of Inquiry Teaching Method in Tennis Teaching in Colleges and Universities. *Contemporary Sports Science and Technology*, vol.9, no.19, pp.152-153.

\