

Research on the Teaching Mode of Team Basketball Training Cooperation Concept

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Abstract: This paper takes the students of College Basketball Optional Course as the research object. Research status of domestic and international cooperation are on the basis of the teaching theory. The cooperative teaching model theoretical basis and teaching program and in basketball elective classes teaching practice to conduct in-depth and detailed analysis. Theoretically proved that cooperative teaching pattern for the cultivation of comprehensive influence quality of students in college basketball elective course teaching. Teaching practice teaching mode is applied in basketball elective course of high type to prove that cooperative learning teaching mode not only than the traditional teaching method is more advantageous to improve the physical quality of students. Special technology and other basic teaching goal through cooperative learning, but also in improving the students' sense of cooperation, team spirit and other aspects there are one's own knack in.

1. Introduction

In modern economic society increasingly competitive, the society more and more needs to cultivate the spirit of cooperation of talent, thus changing the traditional teaching methods. Cultivating the students' ability of cooperation and coordination is becoming more and more important [1]. This requires that education should not only pay attention to the cultivation of students' cognitive ability, but also to the development of non cognitive ability focus on students. This paper study teaching through cooperation, the preliminary design for college basketball teaching model [2]. The model needs to be more in line with the basketball teaching, more conducive to the comprehensive quality and technical skills of the students improved of great help to the students' interest in learning.

Modern society is a competitive and cooperative society, not only need the sense of competition, also need the spirit of cooperation. Cooperation is the basic form of human interaction and an important driving force for the existence and development of human society [3]. Competition is an important part of human life. From the perspective of social development, we most human activities are cooperative. With the further development of the human society, professional refinement and openness request dependence and the relation between people and people more closely cooperate. The status and role will be more and more important. Cooperation will be the mainstream in the future world.

Look at the present situation of China's education. The situation does not seem too optimistic at present. The school in China mostly adopts the competitive reward structure teaching mode. Competitive reward structures to a certain extent, having positive effect on learning and development of students, but also has some disadvantages [4]. Inappropriate or excessive competition to increasing polarization preference competition students chances of winning easy to produce pride, belittling others psychological. And some students are easy to defeat depression, inferiority and lose confidence. Excessive competition will lead to excessive pressure to enable students to excessive tension and anxiety. Strengthen individual competition actually weaken cooperation consciousness strengthen the exclusive psychology.

College basketball class teaching is according to the teaching outline and teaching schedule

arrangement. Teaching hours is relatively less teaching content. And because most students' basketball technique level is generally low. The technology action learning is to master a certain degree of difficulty. Basketball is a team activity. Basketball teaching content has the collective with the characteristics of technical movement [5]. Most of the exercises require more than one person to cooperate to complete by coordinating all aspects to reach the best quality action. Therefore, how to make students in the shortest time best to master the technology and use it in practice proposed the new task for basketball teaching.

2. Cooperative Learning Theory

Cooperative learning has a research and development of several decades of history. The practice has also been in many countries and regions in the world, but the concept of cooperative learning is not yet a unified representation but broadly similar content. The diagram of traditional skill teaching process mode is seen as Fig. 1. Cooperative learning is a kind of system about structure of teaching strategies according to the students' ability. Gender and other factors to assign students to heterogeneous group encourage students to work together mutual support, to improve the individual learning effect and achieve the goal of the group.

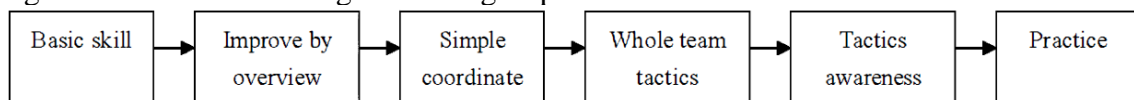


Fig. 1. The diagram of traditional skill teaching process mode

In the organizational form of teaching, cooperative learning is a teaching activity in group activities carried out. Cooperative learning is the teaching thought. Teaching procedure schema in integrated teaching methods is seen as Fig. 2. Teaching should take into account the teaching of individual and collectivity and take the individual and interpersonal interaction organically fuses in together. Teaching form is to emphasize collective teaching based on group activities as the main body and strive to embody the unity of collective and individual.

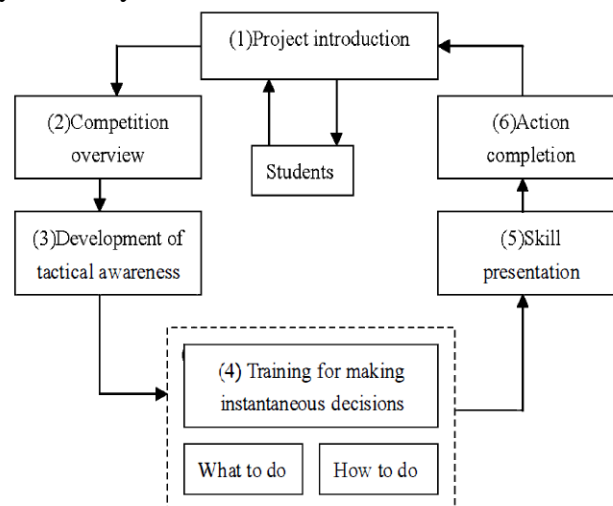


Fig. 2. Teaching procedure schema in integrated teaching methods

In the goal of teaching, cooperative learning is a goal-directed activity on a certain teaching goal. Cooperative learning teaching affection function is the pursuit of teaching in cognition, emotion and skill balance on the target to reach. In classroom interaction, cooperative learning is peer cooperation. The teacher assignments and control the teaching process. In cooperative learning, the original obey authority relationship between teachers and students gradually evolved into the guide participation. Fully embodies the teaching oriented and learning as the main body of the spirit as the interactive dynamic factors in teaching as the main way to improve the students' learning, emphasizing teacher-student interaction.

3. Experimental Research on Basketball Teaching Cooperative Learning

Using the research methods of experimental teaching and measurement, the experimental class and the control class were studied by way of learning. The comparison of SCL-90 between experimental class and control class is seen as Table. 1. Cooperative teaching in the experimental class in the control class using traditional teaching mode focuses on before and after the test of the experimental class and the control class and the test content.

Table. 1. The comparison of SCL-90 between experimental class and control class

	experimental class (n=32)	control class (n=32)	T
general symptomatic index	1.375±0.251	1.486±0.276	-1.728
somatization	1.277±0.301	1.278±0.275	0.319
obsessive-compulsive	1.628±0.321	1.666±0.425	-1.315
interpersonal sensitivity	1.388±0.338	1.572±0.303	-2.002*
depression	1.340±0.281	1.451±0.322	-1.666
anxiety	1.282±0.211	1.428±0.340	-2.052*
hostility	1.131±0.191	1.438±0.478	-2.126*
phobic anxiety	1.258±0.265	1.337±0.438	-0.923
paranoid ideation	1.446±0.281	1.560±0.470	-1.191
psychoticism	1.351±0.215	1.396±0.271	-1.334
additional items	1.214±0.161	1.225±0.154	-1.418

* Significant different from control, $P < 0.05$;

**Significant different from control, $P < 0.01$

In the process of its application, attention should be paid to the possible some unavoidable defects. One is the free rider effect namely group in individual ability of students completed most all of the learning task. Other people have to take a free ride. When arranging a group to complete the single task without clear individual responsibility, the most appear this kind of circumstance. Therefore, in the organization of cooperative learning in addition to the proposed group learning tasks, but also put forward different learning tasks in different individuals. Two is the responsibility of the diffusion effect, namely the students for their own learning task responsible for the group, learning effect, others or other learning content be indifferent to even mutually making excuses, caused by the collective responsibility for the unmanned. To solve this problem, in a clear personal responsibility at the same time according to emphasize the responsibility of each member and team performance. The members interact with the help of the requirements and clear evaluation of learning outcomes on the group and incentives.

Table. 2. The comparison of sad between experimental class and control class after the experiment

	experimental class (n=32)	control class (n=32)	T
avoids	2.14±2.13	5.32±2.79	4.785**
anxious	2.04±2.32	4.89±3.25	3.79**

There must be heterogeneities within the group differences among members of the group between group homogeneity between each group power balance, so easy to form a comparison group consortium. Heterogeneity within the group is the epitome of the study group should be reflected in the composition of the class, which is composed of a group of students according to the reasonable difference qualitative aspects and the establishment of the relative stability of the study group. The difference is between guarantee within each group member, guarantee in the basketball teaching

process. The members of the group are of active participation and cooperation.

Table. 3. A general comparison between the experiment group and the referee group

Group	Teaching task	Class period	Teaching facilities	Teaching method
Referee group	Help students build up the concept of technique and tactics, improve their ability of applying tactics to actual games	10 classes in total, each lasting for 90 minutes	The court, basketball , clipboard	Traditional teaching method
Experiment group	Help students build up the concept of technique and tactics, improve their ability of applying tactics to actual games	10 classes in total, each lasting for 90 minutes	The court, basketball , Multi-media teaching facilities	Computer-Assisted Instruction

Inter group homogeneity is the overall level of various heterogeneous learning teams to be consistent, thus ensuring the fair competition between the different groups. Because each group is heterogeneous, so they generate the class each group. Heterogeneity within the group provides the possibility for the team members help each other, and inter group homogeneity and fair competition between the teams to lay the foundation of the. Cooperation and competition are the unity of category in order to complete the basketball class learning tasks. And the pursuit of better results must competition. Based on collaboration within the team, but does not rule out the team competition. Team competition can promote each group within a better collaboration.

4. Conclusions

Basketball cooperative learning can cultivate and develop the students than the traditional teaching quality social class teaching. Cultivating students' interpersonal skills in their own learning experience and the interaction between members make it easier for students to learn and improve basketball learning to create a harmonious class teaching learning atmosphere. Students become close partners in the process of learning system. Student enthusiasm has been fully mobilized. There is conducive to the development of classroom teaching.

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