

Tai Chi Softball Teaching Experimental Research Based on Layered Teaching Model

Xiaoni Li

Xi'an University Shaanxi, Xi'an, 710065, China

263276647@qq.com

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Abstract: This study uses the intergroup control experimental method, the layered teaching mode in the teaching of tai chi softball technology class experimental research, the results show that: the use of layered teaching mode in tai chi softball technical class teaching is feasible, and fruitful, is conducive to students for tai chi softball technology action, is conducive to stimulate students' interest and enthusiasm. to learn, teaching quality is more significant..

1. Introduction

Tai Chi softball is a new sports project invented by Chinese, with deep cultural connotation and philosophy, combining traditional (tai chi) sports mode with the dual characteristics, of modern athletics, with distinct national characteristics. From the date of its birth (1992)to the present, it, has been accepted and recognized by different national boundaries, different regions , different classes, and different age groups. However, there is little precedent for this campaign in colleges and universities throughout the country, whether the tai chi softball course in colleges and, universities is beneficial to students' physical and mental development, and the role of cultivating students' innovative thinking, is precisely the purpose of our research.

2. Tai Chi Softball Concept and Characteristics

Tai Chi Softball is an emerging ball sport with national characteristics that integrates Tai Chi and Softball. The sport is a special racket held by athletes. The racket is composed of a handle and a frame. There is a soft rubber surface with a wind hole in the frame, which can be used to throw the ball up and down by the method of arc induction. It can throw a pair of two players, solo a single player, several people pass each other or compete on the Internet, to achieve a sport of fitness, entertainment, performance and competition.

The Tai Chi Rally Ball was created by Associate Professor Bai Rong of Jinzhong College of Shanxi Medical University in 1991. It has developed rapidly all over the country. In the twenty years of development of the Tai Chi Rally Ball, it has two development characteristics: one is Tai Chi The regional development of Roujou is uneven. This imbalance is mainly due to the fact that China has not yet formed a special Taiji Roujou organization. At present, the well-developed areas are mainly Liaoning, Hubei, Beijing, etc. , compared with other regions. Rare. The second is that the age of the people participating in the Tai Chi Rally Ball is uneven. The Tai Chi Rally Ball is a sport that is conducive to the physical and mental health of the practitioner. It is suitable for people of all ages to practice, but our Tai Chi Rally Ball is only among the elderly The development is relatively good, young people rarely participate, giving Tai Chi softball is the feeling of sports for the elderly, which hinders the development of Taiji softball.

3. The Positive Influence of Taiji Softball Teaching in Colleges

Tai Chi flexi ball exercise is a rigid, soft, and highly skilled exercise. It has an exercise effect on the coordination of the joints and muscles of the trainer. It can not only relieve the physical and mental fatigue of the trainer, but also develop the nerve of the trainer. The coordination of the

system and the synergy between the nervous and muscular systems. Therefore, colleges and universities can set up Tai Chi flexible ball courses to improve the physical quality of students, so as to achieve the purpose of exercising students' physical health.

Tai Chi Softball is a sport of both internal and external cultivation. It advocates the harmonious unity between people. In the confrontation game of Tai Chi Softball, it is against simple, direct and extensive hard play, and is more inclined to beat wisdom. Take, soft and rigid, and static braking. Therefore, colleges and universities set up Tai Chi Flexball courses, to a certain extent, they can develop students' intelligence, exercise students' multiple thinking skills, and enable students to use subtle, smooth, and subtle in the movement of Tai Chi Flexball. Ways to solve problems, which in turn make students more powerful. Physical exercise, is everyone should participate in life-long activities, whether children, young people, or the elderly, should be physical exercise. Tai Chi softball kinematics is simple, interesting, does not need too much space, and has a positive impact on the physical and psychological health of the exerciser. As the final stage of college physical education, college physical education curriculum has a great influence on the physical behavior of cultivating students to get out of campus, so it is important for students to cultivate lifelong sports consciousness in colleges and universities.

4. Taiji Softball College Course Teaching Status

At present, the cognition of tai chi softball is low among college students in china, and the way for students to understand tai chi softball is mostly from the teaching and introduction of college teachers and classmates, and the way of understanding is narrow. As for how to practice tai chi softball, game rules and other practice points, most students do not know very well, some college students do not even know what kind of sport tai chi softball, and how to take the initiative to understand the sport. It is precisely because of this cognitive deficiency, so that college students choose physical education courses, more willing to choose those more familiar, such as football, basketball, volleyball, tennis, aerobics, swimming and other traditional sports courses, and for the choice of tai chi softball courses, more reluctant to pay attention to.

There is a lack of science and unity in the physical education curriculum, teaching plan, teaching content, teaching method and teaching method of Tai Chi softball. When teaching courses, tai chi softball physical education teachers in colleges and universities are also teachers, lack of communication, which is very unfavorable to the development of tai chi softball in colleges and universities. This is also related to the fact that there is no unified tai chi softball organization in our country to manage, and there is no unified teaching material and syllabus to standardize the teaching content and teaching methods of physical education teachers in colleges and universities, and there is no inter-university competition exchange to promote and develop the reality of tai chi softball. The imperfection of this teaching system makes tai chi softball course sit in colleges and universities not smoothly.

Tai Chi softball is a new sport, and the technical talent skilled in this area is scarce. And colleges proficient in tai chi softball teachers are more scarce, many physical education teachers are not Tai Chi softball class origin, mostly from other physical education subjects, such as gymnastics, martial arts, three balls, aerobics, swimming and other subjects, after a short period of training, on the job to teach students Tai Chi softball this course. In fact, this kind of short-term training, can not be how much teachers' technical level has improved, professional knowledge is also more half-understanding, in this case, it can be seen that teachers teach Tai Chi softball teaching effect is not very ideal. Students also because they can not learn the essence of tai chi softball from the classroom, and tai chi softball this physical education course is skeptical or indifferent.

5. Tai Chi Softball Teaching Based on Layered Teaching Model Experimental Research Object and Method

5.1. Subjects to Research

The study was conducted by ordinary students in colleges and universities 200 students all boys. who were randomly selected from the Xi'an Sports College 2012 Tai Chi Softball Club. They were divided into experimental groups and control groups of 100 people in each group, each learning tai chi softball techniques.

5.2. Research Methods

The literature method consults the relevant literature on physical education, stratification teaching theory, sports statistics, sports testing and evaluation theory, and provides a theoretical basis for this experimental research.

Experimental method

Experimental time: 2014. 3-2014. 7 hours per week, 100 minutes, per class, a total of 9 weeks, 18 hours.

Experimental methods : Using the intergroup control method, the students in the experimental group used a hierarchical teaching model to teach, that is, according to the, students' technical level divided into good, medium and differential three levels, of teaching, the students in the control group used traditional teaching methods for teaching, two groups of students in the 8th 8 week of technical examination, analysis of the students' test scores, and compare their differences.

Experimental equipment: tai chi softball racket.

Test indicators : forehand high ball, backhand high ball, forehand to catch low ball, backhand to catch low ball, head after ball, shoulder after ball, underarm ball, behind the ball, turn body to catch the ball.

Logical analysis method: to summarize the results of experiments and surveys and the literature slyly consulted, to explore the differences in the teaching effect of tai chi softball stratification, as well as the existing, problems, and to put forward corresponding development strategies and suggestions.

6. The Results of the Study

After the experiment, the experimental group compared the technical achievement and test scores with the control group. Table 1 Shows the comparison of student test scores in the experimental and control groups

Table 1 Comparison of student test scores in the experimental and control groups

	Experimental group(100 people)	Control group (100 people))	T-value
Advanced technology	16. 50±2. 35	4. 20±2. 53	21. 22
Primary technology	25. 12±1. 25	20. 33±3. 55	5. 32
Comprehensive results	89. 22±1. 55	85. 11±2. 44	6. 87

As can be seen from the data in after 18 weeks and 36 school hours of teaching experiments, two groups of students conducted tai chi softball technical examinations, and from the examination results, there were significant differences, in the indicators of the students in the experimental group and the control group, with the average of the students in the advanced technical experimental group being 15.50, and the control group. The indicator showed a very significant difference, while the average of the students in the primary technical experimental group was 27.00, the control group was 18.34, the indicator showed a significant difference the average of the students in the comprehensive grade experimental group and the control group was the indicator shows a very significant difference. The experimental group was better than the control group, indicating that, the students in the experimental group had higher technical level and significant learning effect.

7. Analysis of Experimental Results

7.1. Hierarchical Teaching Mode, in Line With The Principle of Teaching According to Merit, Different From Person to Person, Makes Teaching More Targeted.

Because of the uneven physical, condition, coordination and personality characteristics of students, the traditional teaching methods, due to the large differences between students, coupled with the teaching materials more time less, teachers often use a one-size-fits-all approach to teaching, teaching results are not good. Students who learn fast and learn well believe that they are full, have high enthusiasm for learning, and have good learning results. For those students with poor physical coordination, although they also want to learn well, learn quickly, but for their own reasons the learning effect is not ideal, dampening the enthusiasm of students. In teaching, there is a common problem of unsaturated eating, skilled students produce a sense of superiority, and skilled students feel that the teaching objectives are unattainable, thus creating a sense of inferiority, loss of learning confidence. Therefore, hierarchical teaching is grouped according, to the different technical level of students, different practice, methods, are used for different situations of students, teaching on the basis of merit, bringing teaching objectives at all levels close to the actual level of students, effectively enhancing the learning confidence, of each student and making teaching more targeted.

7.2. The Hierarchical Teaching Mode Introduces the Competition Mechanism, Which Has an Incentive Effect on the Students.

Hierarchical teaching emphasizes people-oriented, fully mobilizes the autonomy and enthusiasm, of students, emphasizes the vertical links between the various levels, introduces competition mechanisms, implements the student promotion system, and can go to the next level of learning if they are good at learning well, and create a good atmosphere for learning from each other, comparing, each other, competing with each other, and promoting each other,. There is a comparison between students of the same level, the courage to compete first, low-level students through hard exercise, can jump to a higher level, high-level students if proud, lax, do not practice carefully, then lower the next level. After the implementation of the hierarchical lifting system, the enthusiasm of students was greatly mobilized, so that they were, striven for excellence, played a positive and enterprising spirit, which had a great incentive effect on students, a virtuous circle, and improved the learning effect.

7.3. Hierarchical Teaching Mode, Which Is Conducive to Mobilizing Students Enthusiasm for Learning and Improving Academic Performance.

In the hierarchical teaching model, the level and quality of students at each level are similar, with no significant difference. This makes them feel like they are studying on the same starting line, reducing their inferiority and superiority, making them single-minded in their study, and helping each other, encouraging each other, and making progress together. It is beneficial to mobilize students' enthusiasm for learning, and strive to achieve higher goals. So that students at every level can quickly improve their academic performance, produce a sense of achievement, thus study harder, form a virtuous circle, which is also a phenomenon that teachers are very willing to see.

8. Conclusion

The hierarchical teaching model is conducive to cultivating students' sound personality, cultivating the spirit of equality and fraternity, forming a good quality of strict self-discipline and treating others, producing a sense of achievement, and more conducive to teaching. Compared with the traditional teaching mode, the principle of physical education which can be better implemented, and treated differently, is conducive to the interaction, between teachers and students, to the improvement of the technical level of students, and to the teaching quality of tai chi softball. Students of different levels of physical fitness and athletic ability can be fully developed, and every student should be promoted, and every student should be fully taken into account.

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