

Construction of Comprehensive Evaluation System of Tennis Teaching Quality in Colleges and Universities Based on Cooperative Learning Theory

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Abstract: With the deepening and implementation of higher education teaching reform, strengthening the research on teaching mode and teaching theory has become an important way to improve the teaching quality of higher education. The theoretical basis of cooperative teaching mode is group motivation theory. It is of great significance to the development of tennis education in colleges and universities to systematically analyze and study the theory of cooperative learning in tennis teaching. Constructing a comprehensive evaluation system of tennis teaching quality is the need to improve teachers' teaching quality, students' learning quality and implement scientific teaching management. The basis of teaching quality evaluation of college teachers is the theory and method of modern education evaluation. It requires that university educators, especially educational administrators, must be familiar with and master the basic content of modern educational evaluation theory. This paper takes the teaching quality of tennis class teachers in Colleges and universities as the research object, and constructs the teaching quality evaluation index system of tennis class teachers based on the teaching mode of tennis cooperative learning.

1. Introduction

Tennis, as a sport that organically combines beauty and strength, has become one of the most popular sports in the world [1]. In the past, the teaching management of tennis teachers in colleges and universities generally only implemented the workload system, and the teaching work of teachers was only quantitatively managed in terms of quantity, while the teaching quality was not properly reflected [2]. Cooperative learning is a hot topic in the field of educational psychology. It is guided by the theory of group dynamics, with the participation of teachers and students, taking cooperative groups as the basic form, and using the interaction of the members of the group to promote students' learning and cultivate cooperative consciousness. It is a teaching mode that the members of the group jointly improve. The theoretical basis of cooperative teaching mode is group dynamics theory [3]. With the participation of teachers and students, each member of the group can help each other to complete the learning task through the form of a group. Systematic analysis and research on the theory of cooperative learning in tennis teaching is of great significance to the development of tennis education in colleges and universities. How to better improve the effect of cooperative learning is an important topic for every teacher to study [4].

One of the main learning methods under the new curriculum reform today is cooperative learning. Cooperation is a joint action and method for individuals and individuals, groups and groups to achieve a common purpose. For tennis, this is an all-round exercise that has a significant effect on the body's body [5]. Cooperation, as the students must face in the future, is the need of objective conditions and the choice of social development. The basis of the evaluation of teachers' teaching quality in colleges and universities is the theory and methods of modern education evaluation. It requires college educators, especially education managers, to be familiar with and master the basic content of modern educational evaluation theory [6]. With the continuous deepening and discussion of teaching reform in colleges and universities, the colleges and universities attach great importance to the education of related sports disciplines, and has accelerated the introduction of sports disciplines [7]. This article takes the teaching quality of tennis teachers in ordinary colleges and universities as the research object, and builds an evaluation index system for the teaching quality of tennis teachers based on the cooperative teaching model of tennis.

With a view to making a reasonable, convenient and scientific evaluation of the quality of college tennis lessons.

2. The Effect of Group Cooperative Learning on Tennis Teaching

At present, the form of teaching in colleges and universities in our country still stays in the traditional education and teaching, and the form also presents a single mode. In the process of tennis teaching, in order to improve the effect of students' cooperative learning, students must be required to do it by themselves. Students must become the main body of cooperative learning, be given space and time to play and strengthen their cooperative consciousness. Tennis class is nothing more than a teacher explaining some knowledge of tennis. After the students practice so repeatedly, they still carry out monotonous technical explanation, ignoring the development of students themselves, such as the development of students' personality, eliminating the enthusiasm of students, and also affecting the development of tennis teaching [8]. Tennis is a sport characterized by appropriate amount of exercise, no physical contact between athletes, and people's willingness to accept it. Tennis is highly competitive, communicative and interesting. As the main body in the teaching process, students should develop initiative and mutual aid in learning. Many current tennis teachings advocate the use of cooperative learning models. This requires teachers in classroom teaching to learn how to let students cooperate with each other, help each other, and improve together. In many physical education colleges, the teaching of tennis is mostly to teach some tennis skills. The lectures are boring, but they rarely talk about the deep content of tennis.

Engaging in tennis can not only effectively enhance the health of the body, but also use it as a means of recreation. On the whole, the sport of tennis has moderate requirements on the physical fitness of the practitioners, and can be performed by men, women and children. This is why tennis has such a broad mass base. Cooperative learning is an important learning model, and its combination with tennis teaching is an important way to effectively improve and cultivate the sense of cooperation among college students [9]. The goal of sports cooperative teaching should be realized through the goal guidance of teaching behavior, combined with the goal guidance, curriculum design and specific practice process. In class, the students do not feel the sense of cooperation, but instead establish a sense of competition, which seriously affects the basic requirements of physical education curriculum reform. Teachers should give full play to the leading role of the classroom, so that students can experience the characteristics and fun of tennis. In the practice of higher education, offering tennis course can not only promote the all-round development of students' morality, intelligence and body, but also improve students' self-cultivation and sentiment. Teachers should not let students passively practice cooperative learning skills, but let them actively imitate and think about how to better cooperate. At present, physical education departments should break the traditional teaching method and carry out the new curriculum reform concept to cultivate the students' sense of cooperation in tennis learning, so as to form a sense of team cooperation responsibility and promote the individual development and healthy development of students.

3. Establishment and Design of Evaluation Index System for Tennis Teaching Quality

3.1. Determination of Evaluation Index Weight

Cooperative learning originated in the United States in the s and has been substantially further developed from the mid-s to the mid-s cooperative learning is a creative and effective teaching theory and strategy. The connotation of the evaluation index system is a specific, measurable and behavioral evaluation criterion, which is the evaluation content determined according to the requirements of measurable behavior observation. There are many factors that determine the quality of physical education teaching. First of all, according to the basic characteristics of physical education and physical education objectives, the factors that affect the quality of physical education are listed, the weight of four primary indexes is determined, the primary indexes are operated to

obtain secondary indexes, and the items of the secondary indexes are treated with equal weight [10]. The evaluation index is characterized by the degree of reaching the evaluation connotation and standard, which is the criterion and scale of value judgment. The evaluation grade standard is characterized by the evaluation connotation. In this paper, grade 3 evaluation is adopted. Class A: completely in line with the connotation; class B: basically in line with the connotation; class C: not in line with the connotation. In the teaching of tennis, group cooperative learning is often used in the practice of multiple balls. This method can not only make players learn from each other, but also strengthen the exchange of feelings between players. In the process of the implementation of tennis teaching in Colleges and universities, teachers should change the one-way teaching mode in which teachers occupy the main position in tennis class and students passively receive information through the optimization of teaching methods, practice methods and organization methods.

3.2. Construction of Evaluation Index System

In order to ensure the scientificity and objectivity of the tennis teaching quality evaluation index system, the evaluation index system includes four first-class indexes, namely, teaching purpose, teaching content, teaching method and teaching attitude, of which five first-class indexes include 15 second-class indexes (see Table 1).

Table 1 Comprehensive evaluation system of tennis teaching quality

Primary indicator	Weight	Secondary index
Purpose of teaching	0.1	In line with tennis teaching objectives
		In line with students' physical and mental development
Teaching content	0.15	Basic teaching
		Comprehensive education
Teaching method	0.25	Teaching method
		Auxiliary teaching method
Teaching attitude	0.15	Personal appearance
		Business attitude
		State of conduct

The teaching quality evaluation results of tennis teachers should be quantified and scored on a 100-point scale. The specific calculation formula is $G = \sum H$, H is the weighted score of each index, $H = P \times W_i$, so $G = \sum P \times W_i$. W_i is the composite weighting coefficient of the evaluation secondary index, P is the evaluation level to which the evaluation set belongs, $P = (100, 85, 70, 55, 40)$, which is the subjective judgment score of the evaluation subject.

Students can make comments on the teachers' practice methods and teaching arrangements, and actively reflect the problems in the teaching process to the teachers. Teachers need to give guidance to students in the pre-class guidance. For difficult tennis skills, teachers should promptly guide and guide students to think and practice each other. In learning, teachers can use informal supervision to allow students to do it alone and easily, improve student cooperation efficiency, and enhance tennis skills. Cooperative learning encourages students to work together for the collective and personal benefit, and to achieve their ideals in the process of completing common tasks. In the process of helping students choose a cooperative learning method, teachers must positively affirm students' opinions, support students to associate boldly, broaden their thinking, and better promote the implementation of cooperative learning.

4. Conclusions

With the progress of society and the development of science and technology, tennis will be further developed. Tennis teaching contents, teaching methods and teaching methods will also be constantly changed. The teaching evaluation system should be continuously improved and developed accordingly. Strengthening the application of cooperative learning in college tennis teaching classes can promote the development of college students' tennis skills, cooperative ability and social adaptation. Tennis, as a specialized course in sports, can cultivate students' personalized

development and promote their communication ability. Tennis players can master tennis skills and promote their all-round development. The application of cooperative learning mode in tennis teaching in physical education colleges and universities is of great positive significance to the tennis technical learning of tennis players, and further explains the advantages of cooperative learning method teaching. In the process of implementing cooperative learning mode, teachers should strengthen the explanation and guidance of students' cooperative mode, so as to lay a good foundation for the realization of tennis teaching objectives and the development of students' comprehensive ability.

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