

# Research on the Application of "Double Division" Teaching Method in Speed Skating Teaching

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**Abstract:** "Double division" is a combination of hierarchical progressive teaching and cooperative learning in groups. According to the teaching tasks, requirements and objectives, students' physical quality, basic techniques and abilities, the "Double Division" teaching method is issued in accordance with the educational syllabus of China, which aims at making teaching contents and goals for students. It is a teaching method to promote and perfect students' personality development by applying "Double Division" teaching method to strengthen students' self-confidence and improve their sense of self-efficacy. Based on the author's study and practical experience, this paper first analyzed the concept of "Double Division" teaching method, and then discussed the theoretical basis of "Double Division" teaching method. Finally, the author put forward the teaching environment and teaching procedure of "Double Division" teaching method.

## 1. Introduction

Restricted by the specific teaching environment, the teaching hours of speed skating teaching are obviously less than those of other items, and most of the students have not studied on ice, and the foundation is generally weak, which results in the widening gap of skating foundation among students. And because the school introduces few teachers of skating major, most skating classes are directed by other physical education teachers, which makes the teaching method of speed skating not accurate enough and the teaching means relatively old in the teaching process. The teaching content is not reasonable and other factors have an impact on the speed skating courses in colleges and universities. Therefore, the author tried to explore the scientific and effective teaching method in speed skating teaching by quoting the teaching experiment of "Double Division" teaching method, so that to improve the teaching quality constantly, and enhance the teaching effect at the present stage.

## 2. The Concept of "Double Division" Teaching Method

### 2.1 Hierarchical teaching concept.

The so-called "hierarchies" refers that according to the theoretical basis of students, the different levels of acceptance ability and knowledge acceptance are stratified, and the teaching goals corresponding to their ability and knowledge level are set for each level of students. Before class, the teacher make request on time for the students on different level. In the process of teaching, the teacher always carries out teaching instruction and teaching evaluation for for the students on different level.

### 2.2 Concept of cooperative learning in groups.

Cooperative learning is a kind of teaching strategy system which aims to promote the students' heterogeneous groups to cooperate with each other to reach an agreed learning goal and to reward the students with their total achievements. According to the students' actual learning situation, the students with similar grades are divided into a group of teaching according to the unified method and progress. Moreover, the whole teaching process is more targeted, which has played a positive

role in the teaching reform. The heterogeneity group teaching method is intended to widen the gap of students' ability in the group, and break up the students with different abilities and different qualities into a group, thus creating more communication space for the students in the same group. At the same time, it can make the students in the same group play the role of mutual help and help each other, and improve the teaching effect through mutual cooperation so that to achieve common progress.

### **3. The Theoretical Basis and Significance of the "Double Division" Teaching Method**

#### **3.1 The theoretical basis of the "Double Division" teaching method.**

Kafka.k., founder of (social interdependence theory) Gestalt School and his colleague Lewin. K. are the founders of the social interdependence theory. Then the educator Deutsch. M. has continuously developed the theory in the course of continuous study. In the context of cooperation, the individual goal in the group is characterized as "facilitating interdependence", so the individual goal is closely related to the goal of others, and the realization of one side's goal is helpful to the realization of the other's goal. David Johnson and his brother Johnson, R. thought that positive interdependence produces positive interaction. Mutual encouragement between individuals can promote each other's diligent learning. Negative interdependence (competition) usually creates reverse interaction, and individuals mutually hinder each other's efforts to achieve results. From the perspective of social interdependence theory, the core of cooperative learning theory can be expressed in very simple language: "when all people come together to work for a common goal, they rely on the strength of mutual solidarity". Solidarity and interdependence provide a lot of motivation for students to learn for helping each other makes it easier for the group to succeed. Caring for each other is the best way to increase the contact between the team members. When group members encourage each other or work together, they can promote the success of the group. Thus, creating a sense of belonging or the cooperative learning atmosphere to the students can meet the needs of students, which is a good choice to improve the teaching effect. Modern teaching theory believes that targeted teaching can take into account the different learning characteristics of each student, so education is carried out for the full development of human personality. Traditional class teaching desalinizes the consciousness of personality cultivation and lacks the environment of personality development. In order to highlight the development of individualized teaching, group cooperative learning should be used. In contemporary teaching, group teaching can organize students flexibly. Under the premise of adopting the class teaching system, most of the countries let students give full play to their potential in accordance with their actual abilities. Moreover, they should control the class size, implement cooperative teaching in groups and make the class scale miniaturized, so that to achieve remarkable results. Both heterogeneous grouping and homogeneous grouping belong to the concept of cooperative learning in groups, and both of them are applied in physical education currently. At present, there are still some disputes in the teaching of cooperative learning in groups. These two group learning methods are more suitable for the application of modern teaching. We can not only encourage the excellent students, the secondary students and the students with low academic achievement to continue their efforts, but also encourage the better students in the group to help the poor students and learn together. In such a teaching atmosphere and environment, the students can make common progress through collaborative learning. It not only improves the efficiency of learning, but also greatly relieves the pressure on teachers and students, and widens the communication between teachers and students. In teaching, teachers can give instruction to students at the same level according to the students' learning situation, and can also give guidance or communication to a student. The teaching effect can be more accurate and effective by teaching students according to their aptitude. The teaching effect can be more accurate and effective by teaching students according to their aptitude. It is feasible to use the individual differences between students in group teaching, and with the further study of grouping teaching, many scholars have begun to pay attention to the feasibility and superiority of this method.

### **3.2 Meaning of the "Double Division" teaching method.**

Each student has individual differences in the process of development. The school should take into account the different characteristics of each student, such as: interests, hobbies, specialties, qualities and abilities, and so on. In the process of teaching, teachers should set appropriate teaching goals for students of each group at each level. Finally, they can complete the goals specified in the teaching tasks through their own efforts. In order to achieve their goals, teachers can adopt the "Double Division". In order to achieve the goal. Students will increase the cooperation and interaction between groups more frequently and make the whole classroom atmosphere more positive and harmonious. Teachers can also organize students to evaluate and discuss each other so that students at different levels can realize the success and satisfaction of interaction in class. Students can learn in an environment suitable to their own ability and level, so that the conscious initiative of learning can be stimulated, the enthusiasm of students will be aroused, and the teaching effect will be improved significantly. Moreover, each student in their own "proximal development area" can obtain appropriate improvement. At the same time, under the background of deepening the reform of higher education, higher education has gradually changed from "elite education" to "popular" education. Due to the increasing enrollment scale, the enrollment of colleges and universities has reached a historical high in recent years. At the same time, the teaching time of physical education practice course is obviously reduced, and the difficulty of teaching is increasing. The speed skating project is more restricted by climate and temperature. In view of the this, teacher must choose a teaching method that is more suitable for the students according to the external teaching environment and conditions. Thus, it can effectively ensure that students in a limited period of time to maximize the learning of the teaching content. "Double Division" teaching method not only creates more communication space for the students in the same group to play the role of mutual help and help each other to achieve the goal of common progress, but also improves the learning efficiency and provides teachers with more communicative time with students. This can make the teacher's teaching more targeted.

## **4. The Teaching Environment and Procedure of "Double Division" Teaching Method**

### **4.1 Teaching environment of "Double Division" teaching method.**

The teaching environment is the background of students in the process of learning and communication. A harmonious teaching environment is conducive to improving students' learning efficiency and learning quality. From the psychological point of view, if the cerebral cortex is excited, it is necessary to have a good classroom atmosphere in the teaching. In the process of teaching, the common tasks and goals of the group promote closer communication between students, and give full play to the students' sense of collective cooperation, so that the teaching is full of vitality and vividness. Collective atmosphere can also effectively promote group dynamic synergy. In the process of teaching, applying the "Double Division" teaching method make students feel the harmonious teaching atmosphere, which is helpful to improve the teaching effect.

### **4.2 Teaching procedure of "Double Division" teaching method.**

The teacher should know the students' basic condition and master the students' physical condition before teaching. At the same time, they should test the condition about the students' coordination ability, technology, skills and other aspects, so as to have a clear idea and have a set of teaching objectives. Then the students can be divided into three groups: better, middle and worse group. Then the teacher can make a scientific and reasonable teaching plan according to the different characteristics of each group of students. On the basis of the students' understanding of the contents of the class and the teaching plan for this semester, the teacher can distribute the students of the three levels equally to each group, so that the members of each group can complementary to each other. According to the learning situation of each group of students, the teacher carries out the teaching instruction pertinently. It is helpful for teachers to observe the progress of each group of students at any time in teaching, and to get the feedback information of teaching at any time. In the

whole teaching process, the teacher should observe the progress of each group of students at any time. Further, teachers can regularly and irregularly evaluate students between groups, so that to make timely group adjustment and re-stratification of students. The characteristics of this teaching method should be highlighted in the whole classroom teaching. Teachers should guide students in each group to work together and help each other, so that to make the whole group progress together through collective cooperation and change classroom teaching from previous bilateral activities to collective multilateral activities.

## **5. Summary**

The "Double Division" teaching method divides different students into different levels and sets up heterogeneous groups after splitting students of different levels, so that students become the main body of activities in the whole teaching process. Thus it makes students become more comprehensive in the teaching of physical education effectively, which is more conducive to the improvement of comprehensive ability. The "Double Division" teaching method is a new student-oriented teaching method, which fully embodies the curriculum guiding idea of students' learning subjectivity, and at the same time, it also takes the leading role of teachers' teaching into account. Meanwhile, it helps to cultivate students' sense of competition and team spirit.

## **References**

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