

Experimental Research of Carrying out the “Double Points” Teaching Method in Speed Skating Course by Colleges

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Abstract: In this paper, freshmen of Qiqihar Medical University were selected as experimental subjects. In the condition that the basic conditions of the subjects are basically the same, they are divided into experimental group and control group. In the speed skating course, the "double points" teaching method was adopted in the experimental group and the traditional teaching method was adopted in the control group. The results show that the teaching effect of "double points" teaching method is better, but it also puts forward higher requirements for teachers.

1. Introduction

With the deepening of teaching reform, people pay more attention to quality education [1]. Traditional physical education teaching methods can no longer meet the current physical education teaching objectives. Therefore, new physical education teaching methods are springing up like mushrooms after a spring rain. Among many teaching methods, "double points" teaching method combines the advantages of hierarchical progressive teaching and group cooperative learning. It fully embodies the teaching principle of "teaching students according to their aptitude". It can greatly improve students' self-confidence and cultivate students' initiative, autonomy and enthusiasm in learning by applying it to speed skating courses in universities. In the process of speed skating learning of "double points" teaching method, group practice can help students develop the sense of mutual cooperation, cultivate the spirit of teamwork and let students experience the sense of team honor after the success of the group, strengthen the ability to find problems and solve problems, so that students can get more comprehensive development, and provide reference for further teaching reform. The teaching model of "double points" is to divide students into different levels according to the syllabus, the basic situation of students, the technology and knowledge they have mastered and the characteristics of students' own existence, and the needs of students' physical development at different levels and the interests and hobbies of students. The teaching objectives and plans are to construct a homogeneous teaching form with teachers as the leading role and students as the main body and an exercise form with heterogeneous group cooperative learning as the main part in the teaching process. It draws on the advantages of hierarchical progressive teaching and group cooperative learning. On the basis of these two teaching methods, we should sublimate and improve them, which fully embodies the guiding ideology of quality education [2].

2. Basic Characteristics of “Double Points” Teaching Method

2.1 Hierarchical Teaching

When designing the teaching plan, we should design different teaching methods and learning methods according to the teaching objectives and contents, according to the specific situation of class students and different teaching requirements for different levels of students. Teachers design corresponding teaching objectives for each level of students, so that each level of students can meet the corresponding requirements after efforts. In this way, some students will not feel too relaxed to ignore learning, nor will some students because it is too difficult to attack their enthusiasm for

learning, fully take care of students at all levels, so that each student can easily learn, feel the happiness of success. In class, we should ensure that in the same class, there are not only links for all students, but also links for both excellent and poor students. They are collective teaching and collective induction, which are divided into hierarchical teaching, hierarchical guidance and group exercises. In the classroom, students at different levels have different gradient learning requirements. The training of basic skills is emphasized for low-level students, while the standardization and innovation of technology is emphasized for high-level students. This effectively improves the efficiency of classroom teaching. Pay attention to the individual differences of students, and implement stratified teaching for students. Students are the main body of physical education teaching. According to the students' quick, slow, more, less acceptance of skills and learning requirements, teachers divide the corresponding levels of students' learning into different levels through classroom teaching, implement different teaching objectives, and arrange different practice techniques in order to complete the final test, so that each participant can take part in hierarchical teaching. Students have improved and developed in varying degrees on the original basis. This kind of teaching method has the choice but not the elimination for the student, may enable each student to obtain the best development and the enhancement. Teachers make a comprehensive analysis of students' learning ability, learning goals and learning progress, and stratify students [3].

2.2 Group Teaching

Teachers should ensure that there are differences between each group of middle school students and students, that is, heterogeneity between groups, so that they can promote each other in cooperative learning, improve each other, help each other, and accomplish group tasks together. Group cooperative learning reflects the teaching idea of autonomous learning, mutual help and mutual assistance, and changes the role of teachers in teaching and learning knowledge to students in traditional teaching. It gives full play to students' subjective initiative, and better stimulates students' initiative, consciousness and enthusiasm in learning. The main ways of cooperative learning in groups are to guide each other, help each other improve sports skills, find out the shortcomings and problems existing in students and find ways to solve them to fulfill the learning requirements. Students in the same group have the same learning task objectives, and ultimately use team performance evaluation. Whether each member completes the action or not will affect the performance of the whole group. At the same time, the team performance evaluation results are the final results of each member of the group. Driven by this common interest, it fully mobilizes the enthusiasm of each member of the group, promotes more unity among the members of the group, and cultivates students' sense of collective cooperation and collective honor. According to the students' actual learning situation, the students with comparable grades are divided into a group to teach according to the unified method and progress. The whole teaching process is relatively targeted, which has played a positive role in the teaching reform. Heterogeneous grouping teaching method intends to widen the gap of students' abilities within the group, to mix students with different abilities and qualities into a group, to create more communication space for students in the same group, so that students in the group can play a role of mutual help and help each other, through mutual cooperation, improve the teaching effect, with a view to achieving common progress [4].

3. Applications of “Double Points” Teaching Method in Speed Skating Course in Colleges

3.1 Experiment Design

Experiment subject: fifty-six freshmen of Qiqihar Medical University coming from two classes.

Experiment time: from November 2017 to December 2017, a total of 20 class hours.

Experiment place: Outdoor ice rink of Qiqihar Medical University

Experiment purpose: to compare the two-point teaching method with the traditional one, to verify the feasibility of the double points teaching method in the high-efficiency speed skating course, and to find a suitable method to improve the effect of the speed skating course in colleges and

universities.

Experiment method: Before the experiment, we should make sure that the number of students, the hours of class, the content of class and the equipment of the field are consistent between the regular class and the experimental class. Then two classes were tested before and after the experiment. The students in the experimental class use the "double points" teaching method, while the students in the conventional class use the traditional teaching method. In the teaching experiment, the teaching of the experimental class is guided by themselves, and the teaching of the conventional class is guided by the ice teachers in our school. In order to avoid some unfavorable situations in the teaching experiment, a teaching expert is invited to supervise it. At the end of the experiment, the two classes of students were compared, and the difference between the experimental class and the conventional class was tested by statistical T test. Teaching experiments should be conducted within three days after the completion of the pre-test and post-test, so as not to affect the validity of the validity due to too long time. Before the teaching experiment, the basic physical fitness techniques of the two classes of students are pre-tested to see if there is a significant difference in the test results. If there is no significant difference in the measured results, the teaching experiment can be carried out and meet the requirements of the experimental design.

3.2 Experiment Result

Before the experiment, there was no significant difference between the experimental class and the control class in the special technical achievements of speed roller skating (one-foot support skating, 500 meters skating). After the experiment, from the results, the control class and the experimental class have improved significantly in the one-foot support skating and 500 meters skating techniques, but after the test of the experimental group and the control group, the data can be concluded that the experimental group is either single-foot skating or 500-meter skating. The improvement range of one-foot support skating or 500 meters skating technology is more than that of the control group, and the technical quality is also better than that of the control group. From the results, we can see that the teaching mode has a higher effect on improving the speed roller skating skills of college students than the conventional teaching. The teaching mode is mainly based on the ability and interest to cooperate with each other in groups, to discuss and share the key points of technology, so that students can quickly understand their shortcomings and make up for them. Speed roller skating is different from other sports. It has strict requirements on the balance ability and ankle support ability of athletes. It is a highly technical sports event. The "double points" teaching model can stimulate students' enthusiasm to participate in roller skating, improve students' awareness of active fitness, give full play to students' autonomy, and quickly enable students to master the basic techniques.

Table 1. Data of experimental group and control group before experiment

	Before experiment		
	Experimental group	Control group	P
One-foot support skating/ m	11.28±0.58	11.15±0.91	>0.05
500 meters skating/ min	2.15±0.24	2.09±0.37	>0.05

Table 2. Data of experimental group and control group after experiment

	After experiment		
	Experimental group	Control group	P
One-foot support skating/ m	13.18±0.23	12.39±0.35	<0.05
500 meters skating/ min	1.95±0.14	2.07±0.24	<0.05

4. Comparative Analysis of “Double Points” Teaching Method and Traditional Teaching Method

4.1 “Double Points” Teaching Method Has Better Teaching Effect

The application of double points teaching method in skating lessons in Colleges and universities

can fully mobilize the enthusiasm of students in ice practice and make each student's attention more focused. Through the guidance of teachers, students can help each other, discuss and encourage each other to make classroom teaching more vivid, enhance students' interest in learning, stimulate subconscious enthusiasm for learning and emancipate the mind. So that all students actively participate in the teaching process, stimulate the enthusiasm of learning, improve the teaching efficiency, greatly improve the teaching effect. In the traditional teaching mode, teachers' authoritative position is paid more attention, while students are passively receiving the teaching content. They are afraid of embarrassment when they are confused with questions and seldom ask for help like teachers. They are also afraid to let teachers think it is difficult for them, which will cause teachers' dissatisfaction with themselves in the future. This kind of situation often affects the emotional communication between teachers and students, which makes it produce a diaphragm and affects the teaching effect. The "double points" teaching method just encourages students to bravely put forward puzzles and teachers to communicate and interact with each other. Through interaction with teachers, students can enhance information feedback, enhance emotions between teachers and students, and make the relationship between teachers and students more harmonious and harmonious in effective communication. In group teaching, teachers can give students of each group an in-class evaluation from time to time. Teachers can encourage several equal-level groups to have teaching competitions. Through the teaching competitions, students' learning enthusiasm and sense of solidarity in each group can be stimulated. Individual achievements of each group member can be linked to the group.

4.2 “Double Points” Teaching Method Puts Forward Higher Requirements for Teachers

Teachers are not only implementers of teaching, but also organizers and demonstrators of improving students' autonomous learning ability. "Double points " teaching requires teachers to change the status quo of "one case to the end, one group to the end". Teachers are required to study teaching materials more deeply and thoroughly, carefully design classroom teaching activities, care for students' progress, reform classroom teaching mode, fully mobilize students' learning initiative, and form a good and harmonious classroom teaching atmosphere. At the same time, teachers are required to study more thoroughly and thoroughly. Students can further understand and enhance the feelings between teachers and students. Using the “double point” teaching method in teaching also has stringent requirements for teachers and a challenge to teachers' personal abilities. In the process of teaching, teachers are required to have strong practical guidance ability and accumulate abundant theoretical knowledge in order to effectively exert the advantages of double-score teaching. Teachers must set teaching objectives according to different people in the process of teaching. Former teachers should make full preparations, thoroughly understand the learning situation and progress of different students, make targeted and planned teaching objectives for students at all levels, and build teaching objectives. The design of the curriculum should be in accordance with the students' personality characteristics and development laws, so as to be both scientific and reasonable. Therefore, teachers are required to increase their investment in teaching, strive to improve their overall quality level, keep pace with the times, and give full play to their creativity and enthusiasm in teaching. It plays an active role in achieving the expected teaching effect. In the process of teaching, students can also feel the teachers' devotion to teaching and their energy and hope to improve their academic performance. Pushing students to make progress, affirming teachers' work results with active and hard learning attitude, achieving teaching effect, thus greatly improving students' enthusiasm for learning.

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