

Research on the Application of “Dynamic Layering” Teaching Method in College Basketball Classroom

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Abstract: “Dynamic layering” teaching method is a representative way of basketball classroom teaching in colleges and universities, with “dynamic layering” as the basic principle to implement the specific basketball teaching, which really guarantees the main position of each student’s learning, and each student can learn and come into contact with the corresponding theoretical knowledge and skill techniques according to their own actual situation. Each student can combine their own actual situation to learn and contact with the corresponding theoretical knowledge and skills of basketball, which not only helps students to maintain a positive and active learning state, but also can well meet the needs of the students’ emotional and skills synchronous development. This paper will be based on the college basketball classroom, on the “dynamic layering” teaching method in which the practical application of in-depth analysis and investigation.

Keywords: college basketball programme, dynamic layered teaching method, application performance

Introduction

Layered teaching is mainly used in basic theory teaching at the beginning, and then along with the cross-fusion of multiple disciplines and the deepening of education and teaching research, it has slowly been introduced and applied to physical education teaching, and has shown more ideal teaching results. Throughout the current college basketball classroom teaching situation, both teachers and students have highly recognized the dynamic hierarchical teaching method, teachers apply dynamic hierarchical teaching method greatly improves the overall quality of basketball classroom teaching, students in the dynamic hierarchical teaching method also showed higher interest in learning, basketball classroom atmosphere has become more active.

1. A theoretical account of the dynamic layered approach to teaching and learning

Dynamic hierarchical teaching originated from the initial hierarchical teaching method, which is based on hierarchical teaching and gives it a dynamic character, showing greater flexibility and variability. About the dynamic layered teaching method, from the theoretical level to explain, its specific refers to the student group according to different elements of categorization and stratification, will be divided into multiple levels of students, as the basis for setting more targeted teaching objectives, teaching content and teaching methods, fully consider and respect the physical and mental development of each student's needs, the real meaning of the implementation of the education concept of tailored to the needs of each student, so

that each student can be in the appropriate level and field of development and progress. Each student can get development and progress in their own level and field^[1]. The advantages of the dynamic layered teaching method are mainly reflected in the following: On the one hand, the teaching method gives teachers more space for independent control and choice, so that teachers can adjust the teaching progress at any time according to the actual learning situation, and accurately control the teaching rhythm. On the other hand, the competition and incentive mechanism behind the dynamic hierarchical teaching method can also mobilize and stimulate students' enthusiasm for learning to a greater extent, so that students can feel a more real sense of belonging and achievement^[2].

2. Specific application of dynamic layered teaching method in college basketball classroom

2.1 Problems facing the practical application of dynamic layered teaching method in basketball courses

2.1.1 Individual student qualities are more varied

Although basketball belongs to a basic content in the teaching of college physical education programme, there is not enough attention paid to basketball teaching in many colleges and universities, and most of them are teaching and lecturing with ordinary content. Before applying the dynamic stratified teaching method, physical education teachers will test and understand the students' individual qualities and abilities, and find that the individual qualities of college students are very different, and it is difficult to classify them according to certain or several classification standards. In other words, the stratification standards set for college students in the current colleges and universities can not take care of every college student, and they are only classified into a class of similarity to the students' individual characteristics. In other words, the criteria set by colleges and universities for college students do not fully take care of every college student, but only classify them into a category of similarity, and the individual characteristics of the students are not fully paid attention to, which makes the dynamic stratified teaching method applied in college basketball courses have certain problems in student classification.

2.1.2 Limited by the traditional single mode of teaching

Before a long time in the college basketball course teaching are unified and a single model, students have been accustomed to the passive learning mode, habitually follow the teacher's rhythm to complete the learning task, the students have long been in the suppression of creativity and initiative learning atmosphere and negative emotions, students want to challenge, innovation and breakthroughs of the subjective initiative is also slowly weakened, which for the application of the basketball course dynamic layered teaching method will inevitably produce obstacles and interference^[3].

2.1.3 Teachers' strength to be upgraded

In recent years, with the introduction of various new educational concepts and teaching requirements, teachers need to rapidly change and improve their teaching ability, and actively adapt to various changing teaching needs. Dynamic layered teaching method puts forward more new and higher requirements for basketball teachers. In reality, some basketball teachers are unable to change their original teaching concepts and teaching methods in time, which makes the implementation of the dynamic layered teaching method encounter great obstacles.

2.2 Ways in which the dynamic tiered approach applies to basketball instruction

2.2.1 Adherence to the principles of personalisation and effectiveness

When applying the dynamic layered teaching method in the teaching of basketball courses, basketball teachers need to simultaneously adhere to two basic principles of application, namely, the principle of personalisation and the principle of effectiveness. First of all, in terms of the principle of personalisation, it is highly consistent with the teaching philosophy behind the dynamic layered teaching method, which requires basketball teachers to formulate different learning plans according to the actual learning needs of different groups of students, and to pay attention to the mastery of basketball fundamentals and changes in physical quality of different groups of students at any time, so the principle of personalisation is regarded as the first principle, basketball teachers need to make every effort to adhere to and implement the principle of personalisation in the actual teaching work. Therefore, the principle of personalisation is regarded as the first principle, and basketball teachers need to do their best to adhere to and implement the principle of personalisation in the actual curriculum teaching work^[4]. Secondly, from the principle of effectiveness, the main purpose of applying dynamic layered teaching method in college basketball teaching is to improve the efficiency and quality of basketball teaching, basketball teachers need to pay attention to the actual effect of each teaching, to ensure that the expected effect of each teaching programme can be put into practice, so that different student groups can be comprehensively improved.

2.2.2 Scientific planning of teaching levels

Doing a good job of scientific and reasonable teaching level division is an important prerequisite for college basketball classroom organization and implementation of layered teaching method. Basketball teachers need to be based on the existing teaching resources, closely combined with the basketball teaching objectives and requirements, specific teaching content and the real situation of the students to develop a clear and clear teaching levels, basketball teaching is divided into as many levels as possible, to guide the students to complete the learning tasks and training programme in their own level. In addition, in the teaching of basketball courses, it is recommended that basketball teachers can follow the teaching method from basic to professional, from individual to group, in order to help students master and understand basketball knowledge and skills in a more targeted way^[5].

2.2.3 Dynamic layered training and improvement of basketball skills

College basketball courses, basketball teachers using dynamic layered teaching method to complete the course teaching need to understand and master each student's basketball level, learning ability, physical quality, hobbies, personality traits, and so on, and based on this to divide the students into different levels, and through the way of group learning to study and training, so as to achieve the optimal effect of the teaching of the students in their own level^[6]. For example: before the start of the class, the basketball teacher can set up some simple test activities on the previously learned basketball skills, through specific activities to accurately understand the real learning situation of the students. Teachers can ask students to pass the ball in groups of three, first to understand the students' passing ability, and then organize dribbling folding run to understand the students' dribbling skills, and at the same time to understand the students' physical fitness ability. Finally, a shooting test was conducted. According to the results of these three tests to the students for the level of division, and then in the same level of students divided into multiple groups, according to the actual training situation, if the training effect is sufficiently satisfactory, basketball teachers can choose to withdraw the lowest level, the lowest level of students according to the actual

situation and then into the other levels. In this way, not only can to a large extent to encourage students to learn morale, but also the dynamic layered teaching method in the “dynamic” qualities of the full show, students can actually feel this dynamic change, and then stimulate students to compete and enterprising consciousness, more seriously into the study, in order to be able to enter the higher level, which is important to enhance the students’ learning, but also to improve the students’ learning. This is a very good help to improve students’ basketball skills and cultivate students’ positive and enterprising consciousness.

3. Conclusion

In summary, college basketball course teaching is intended to teach college students basketball skills and improve their physical fitness. It has been proved that the dynamic layered teaching method is highly suitable for teaching basketball in colleges and universities. Basketball teachers need to pay full attention to the learning needs and dynamic changes of each student, understand the student population in depth before applying the dynamic layered teaching method, ensure the accuracy of the hierarchical division, and formulate a targeted and effective teaching programme to improve the quality of classroom teaching and students’ learning efficiency, which will gradually promote and facilitate the continuous innovation and development of college basketball courses.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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