

Research on the application of stratified teaching in college tennis teaching

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Abstract: With the transformation of modern teaching modes, an increasing number of teaching methods have been introduced into college physical education. To better implement the teaching concept of teaching students in accordance with their aptitude, many universities have adopted stratified teaching in physical education. Students learn under teachers' reasonable stratification and desirable effects have been achieved. Adopting the methods of literature review, questionnaire survey and expert interview, this paper investigates the implementation status of stratified teaching in public physical-education tennis courses of universities in Shenyang, aiming to provide some theoretical references for the application of stratified teaching in tennis teaching.

Key words: Stratified teaching, Colleges and Universities, Tennis Teaching, Innovation, Interest

1. Introduction

Teaching in the new era puts higher requirements on teachers' teaching methods and modes. To achieve more remarkable teaching effects, many schools attach importance to the reform of teaching methods in physical education, and an increasing number of schools apply stratified teaching to physical education. Stratified teaching refers to differentiated teaching according to students' gender, physical conditions, technical levels and learning abilities. The implementation of stratified teaching embodies the people-oriented teaching philosophy. Teachers can formulate different plans, teaching contents and teaching objectives in accordance with individual differences among students, so that students at various levels can make progress. Therefore, it is necessary to conduct in-depth research on stratified teaching in tennis teaching.

2. Research objects

This paper studies the current situation of tennis teaching in four universities, namely Shenyang Normal University, Shenyang Institute of Engineering, Liaoning University and Shenyang Medical College. Through questionnaire surveys, field observations and in-depth interviews with physical education teachers and participating students, this paper systematically explores multiple dimensions including course arrangement, faculty conditions, venue and facility allocation, students' learning motivation and practical teaching effects. On this basis, it sorts out prominent problems existing in local university tennis teaching and expects to offer practical suggestions for the further improvement of campus tennis teaching quality.

3. Research methods

3.1. Literature method

For the purpose of this study, a large number of relevant papers concerning the implementation of stratified teaching in physical education were retrieved, read and systematically sorted out from the CNKI database. By analyzing domestic research achievements on the practical application, implementation effect and common difficulties of stratified teaching in college physical education, this paper summarizes key

points and practical precautions for carrying out stratified teaching, which lays a solid theoretical foundation for the follow-up investigation and empirical analysis of this research.

3.2. Expert interview method

Interviews were conducted with experts and scholars engaged in research on college teaching reform to discuss the application of stratified teaching in tennis teaching.

3.3. Questionnaire survey method

Questionnaire surveys were distributed to tennis teachers from four universities including Shenyang Normal University, Shenyang Institute of Engineering, Liaoning University and Shenyang Medical College. A total of 32 tennis teachers were randomly selected from the four universities. 32 questionnaires were distributed, 32 were recovered, and all 32 were valid.

3.4. Comparative method

A comparative experimental study was carried out to explore the differences between students receiving stratified teaching and those without such teaching.

4. Results and analysis

Table 1 Questionnaire on tennis teachers' attitudes towards stratified teaching (n=32)

Attitude	Approval	Strongly approve	Neutral	Oppose	Strongly oppose
Number of people	14	9	4	3	2
Percentage (%)	43.8	28.1	12.5	9.4	6.3

Table 2 Questionnaire on the implementation of stratified teaching by tennis teachers (n=32)

Degree	Often	Occasionally	Never	Regularly	Irregularly
Number of people	9	4	3	10	6
Percentage (%)	28.1	12.5	9.4	31.3	18.8

Table 3 Questionnaire on influencing factors for implementing stratified teaching (n=32)

Influencing factors	Difficulty in stratification	Lack of understanding of students	Teachers pay insufficient attention to stratification	Low-frequency application	Unsuitable for stratification
Number of people	18	21	9	7	5
Percentage (%)	56.3	65.6	28.1	21.9	15.6

4.1. Investigation on tennis teachers' attitudes towards stratified teaching

A survey was carried out to investigate tennis teachers' subjective attitudes towards the implementation of stratified teaching in college tennis courses. As shown in Table 1, the overall survey results demonstrate that the majority of participating teachers hold relatively positive attitudes toward the application of stratified teaching mode. To be specific, 43.8 % of the teachers approve of implementing stratified teaching in practical tennis classrooms, and 28.1 % strongly approve of this teaching approach. Meanwhile, 12.5 % of respondents take a neutral stance without clear support or rejection, 9.4 % express opposition to stratified teaching, and merely 6.3 % are strongly opposed to its adoption. These statistical data collectively indicate that tennis teachers possess high recognition and awareness of stratified teaching, and most of them are able to acknowledge its potential advantages in optimizing classroom organization and improving overall tennis teaching effectiveness.

4.2. Investigation on tennis teachers' implementation of stratified teaching

A questionnaire survey was carried out among teachers on the application of stratified teaching in practical teaching. According to the results in Table 2, the application of stratified teaching by teachers in teaching is relatively encouraging. Specifically, 28.1 % of teachers frequently adopt stratified teaching, 12.5 % use it occasionally, 9.4 % never apply it, 31.3 % employ it regularly, and 18.8 % use it irregularly. These data demonstrate that tennis teachers have taken stratified teaching as a common teaching method in daily teaching. Nevertheless, it should be noted that some teachers apply stratified teaching less frequently, and a small number of teachers never use it in teaching.

4.3. Influencing factors of tennis stratified teaching: an investigation

A survey was conducted among physical education teachers to explore the influencing factors of implementing stratified teaching in university tennis teaching, and respondents were permitted to select multiple options for this question. As presented in Table 3, the statistical results reveal several major constraints hindering the effective implementation of stratified teaching. Specifically, 56.3 % of the participating teachers reported practical difficulties in conducting reasonable student stratification according to individual athletic levels; 65.6 % indicated that they lacked sufficient comprehensive understanding of students' physical conditions, tennis foundations and learning needs before class grouping; 28.1 % thought that teachers themselves attached little importance to the concept and operation of stratified teaching in daily practice; 21.9 % pointed out the low frequency of actual stratified-teaching practice in existing tennis courses; and 15.6 % held the view that the characteristics of tennis events make this teaching mode less applicable. Collectively, these above-mentioned factors reflect realistic dilemmas from student assessment, teacher awareness to practical execution, which constitute the key practical problems that need to be prioritized and solved to promote the popularization of stratified teaching in tennis instruction.

5. Conclusion

The study shows that college tennis teachers generally hold positive attitudes toward stratified teaching. Most teachers actively apply stratified teaching in practice, whereas some teachers have limited understanding of it and seldom adopt this teaching method.

Teachers believe that the main factors affecting the implementation of stratified teaching include difficulties in student stratification, teachers' insufficient understanding of students, inadequate attention paid to stratification, low application frequency of stratified teaching, and the inadaptability of tennis teaching to stratification.

To promote the application of stratified teaching in tennis teaching, training for tennis teachers should be strengthened to improve their understanding of stratified teaching, help them comprehend its connotation and stratification methods, and encourage them to actively implement stratified teaching in teaching practice.

Teachers should set reasonable stratified objectives. In the process of stratification, full consideration should be given to individual differences among students, including their gender, technical ability and prior tennis foundation.

Student stratification should not be static. Teachers may re-stratify students according to their improvement in tennis technical ability to ensure the mobility of stratification.

Teachers should deepen their understanding of students. They can learn about students' actual conditions by regularly distributing questionnaires so as to make adequate preparations for stratified teaching.

The implementation of stratified teaching should achieve sustainable development. Different assessment objectives shall be set for students at different levels, so that students can accomplish corresponding teaching objectives according to their own actual conditions and guarantee the implementation of stratified teaching.

6. References

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