

# Comparative study of traditional tennis teaching method and modern tennis teaching method

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## Abstract

As the tennis class is established in universities of China, the traditional tennis teaching ideas and methods can hardly adapt to the increasingly changing education needs of social sports. This paper adopts the literature review, expert interview, questionnaire, logical analysis and other methods, takes the multiple intelligences theory as the theoretical guidance, and starts from five links including teaching ideas, teaching objectives, teaching contents, teaching methods and teaching assessment to explore the teaching rules of tennis in Chinese universities, innovative the tennis teaching in sports major of universities, and point out the application of multiple intelligences theory in the physical education: starts from the interest stimulation; cultivate and inquire the learning abilities, create new type teacher-student relationship; develop healthy life style with body building as the priority. The multiple intelligences theory is of practical significance in the physical education: it enriches the teaching methods for physical education; it proposes high requirements for the quality of teachers. The sports teachers in universities shall take full use of teaching activities and conduct various teaching contents combined with the teaching objectives, strengthen the cultivation of students' psychological quality at the same time of improving their physical quality, to ensure all-around development of the students.

Keywords: SOFC, universities, multiple intelligence, tennis, teaching, physical education

## 1 Introduction

The start points and footholds of teaching are the teaching objectives, which also serve as the navigation mark to teaching practice process. The teaching objectives generally include the following contents: enrich experience of students and achieve the transfer from knowledge to wisdom; cultivate the healthy and rich personalities of students; help students establish the complete knowledge image and promote the all round development of their wisdom; improve the demand layer of students.

In the practical teaching process, teachers mainly emphasize such objectives as the cultivation of ability for skills and tactics, the cultivation of ability to provide partner training and guidance, the cultivation of tennis teaching ability and other abilities [1-3]. Altogether 30 teachers in one university are surveyed by questionnaires whose results are shown in the following Figure 1. It can be seen from the figure that, 15 teachers (50%) pay attention to the competence to teach tennis, 11 teachers (37%) emphasize the grasp of skills and tactics, and 3 teachers (10%) focus on the ability for partner training and guidance. Therefore, most tennis teachers in this university take the cultivation of tennis teaching ability as the teaching objective.

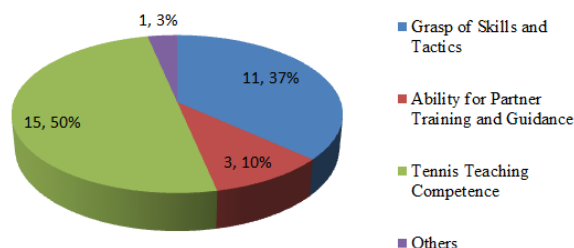


FIGURE 1 Concerns of teachers for tennis teaching objectives

From the survey results for cultivation of students' abilities in tennis class in the sports major of universities showed in Table 1. It can be seen that, the three abilities ranking in the top are skills and tactics, teaching organization ability and basic knowledge about tennis, but the individual abilities of students, such as scientific research ability and innovation ability are ranked in the last place. This indicates that the teachers pay too much attention to the tennis teaching ability of students but ignore their individual abilities. Also, it is found from the survey that the top three abilities that students truly learn in the tennis class are skills and tactics [4], teaching organization ability and basic knowledge about tennis. However, most teachers have begun to pay attention to the cultivation of students' individual abilities and tried to include the cultivation of students' all-round abilities in the teaching practices, as shown in Table 2.

TABLE 1 Choices of tennis teachers in sports major of universities on students' abilities

Basis abilities	Skills and tactics	Teaching organization	Basic knowledge of tennis	Guidance on training	Tennis competition organization and judgment ability	Scientific research ability	Innovation ability
Frequency of choices	29	29	26	24	22	8	5
Order	1	1	3	4	5	6	7

TABLE 2 Choices of tennis teachers in sports major of universities on guiding ideas implemented

Guiding ideas	Frequency of times	Order
Cultivate tennis teaching ability of students	29	1
Cultivate innovation and practice abilities of students	27	2
Cultivate the ability of students to combine theories with practices	18	3
Exercise students' bodies and strengthen their physical quality	12	4
Deepen education reform and promote quality education	7	5

**2 Teaching contents of tennis class in sports major of universities**

Teaching contents directly reflect the cultivation goals and teaching objectives, serving as the core link in teaching quality improvement and talent building. [5, 6] Whether the teaching contents are scientific and advanced or not will directly influence whether the ability structure and knowledge structure of students will adapt to the needs of social development.

**2.1 TEACHING CONTENTS OF TENNIS THEORY CLASS IN SPORTS MAJOR OF UNIVERSITIES**

Theory class is the basis for technique class; without relevant theoretical support, the technological level can not be excellent. Therefore, the theoretical teaching shall be added in the teaching of technologies properly [7]. The data shows that, the teaching contents of tennis theory class in sports major of Chinese universities are as shown in Table 3.

TABLE 3 Major theoretical contents of tennis class in sports major of universities

Phrase	Teaching Contents
Phrase One	Scientific theoretic basis of tennis
Phrase Two	Origin and development of tennis
Phrase Three	Theoretical explanation and description of tennis skills and tactics: teaching contents, methods, ways, action structure of stokes
Phrase Four	Tennis competition rules: competition method, scoring method, judgment method

It is found through survey that, the top three teaching contents among the theoretical teaching contents in tennis class are successively teaching and training methods, basic knowledge, competition rules and judgment methods, while the last three are scientific research on tennis [8, 9], nutrition in tennis sports, and psychological training knowledge, as shown in Table 4. Therefore, it can be seen, the teaching

contents in tennis theory class still adhere to the traditional teaching mode, with obsolete contents far away from the modern times, attentions only on tennis teaching related knowledge, not so complete teaching contents, lack of cultivation to students' interest and experience, and too single teaching functions.

TABLE 4 Choices of teachers in teaching contents of tennis theory class

Teaching contents in theory c	Tennis teaching and training methods	Basic knowledge about tennis	Competition rules and judgment methods	Competition organization and arrangement	Injuries in tennis and prevention	Psychological training knowledge	Nutrition in tennis	Scientific research for tennis
Frequency of choices	29	28	26	20	16	9	7	4
Order	1	2	3	4	5	6	7	8

**2.2 TEACHING CONTENTS OF TENNIS TECHNIQUE CLASS IN SPORTS MAJOR OF UNIVERSITIES**

It can be seen from the survey results for tennis teachers in the sports major of 10 universities, as shown in Table 5. The top four techniques emphasized by teachers are forehand

stroke, backhand stroke, serve and basic footwork, which belong to the basic tennis techniques and also the most important ones, and which run through the whole tennis teaching process. Therefore, the choices of teachers are normal. In contrast, the lob and drop shot are auxiliary techniques in tennis, so teachers rarely choose them as the teaching contents in the limited teaching hours.

TABLE 5 Choices of university tennis teachers in emphasized techniques

Techniques	Forehand stroke	Backhand stroke	Serve	Basic footwork	Chop stroke	Interception	Lob	Drop shot
Frequency of choices	29	29	29	29	27	25	23	15
Order	1	1	1	1	5	6	7	8

2.2.1 Use of teaching materials in tennis technique class in sports major of universities

TABLE 6 Use of teaching materials in tennis class of universities

Selection of teaching material	Number of universities	Percentage
No unified teaching material	5	50%
Teaching materials compiled by its own teachers	0	0%
Teaching materials of Higher Education Press	4	40%
Others	1	10%

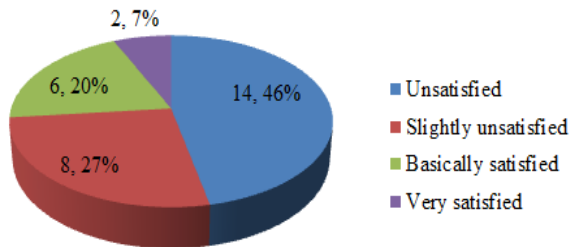


FIGURE 2 Satisfaction degrees of university tennis teachers to the teaching materials

It can be seen from the survey results for the use of tennis teaching materials in the sports major of 10 universities, as shown in Table 6, most teachers are not so satisfied with the use of teaching materials during their teaching, as shown in Figure 2. The teachers generally consider the teaching materials are too obsolete and not practical.

2.2.2 Arrangement of teaching contents in tennis technique class in sports major of universities

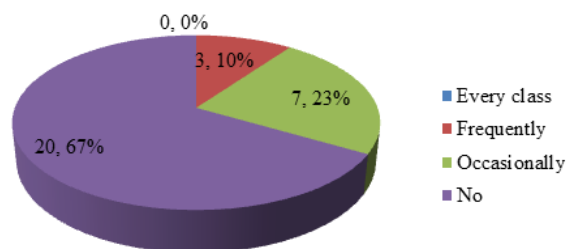


FIGURE 3 Arrangement of multiple and intelligent cultivation of university tennis teachers

Whether the teaching contents are arranged properly or not directly reflect the teaching levels of teachers, and also relate to the mastery of sufficient knowledge by students. It can be seen from the survey that, except of the teaching of daily techniques and theories, the teachers will often arrange practices of skills and tactics, competitions and exercises for body building. As for the arrangement of multiple and

intelligent cultivation contents in classes as shown in Figure 3, it can be seen that the teachers tend to select the skills and tactics related to teaching, competition and training of physical quality, but the cultivation to all round development of students is lacked.

3 Application of tennis teaching methods in sports major of universities

For the application of teaching methods, as shown in Table 7, the multimedia teaching method has been frequently used in the tennis teaching of universities.

TABLE 7 Application of teaching methods by university tennis teachers

Application of teaching method	Number of teachers	Percentage
Regular	3	10%
Often apply the first to the third teaching methods	7	23%
Often apply the fourth to the sixth teaching methods	12	40%
Always change teaching methods according to different situations	8	27%

At present, many teaching methods do not adapt to the university tennis teaching, and teachers lack the application and innovation of teaching methods. It is found from the survey results as shown in Figure 4 that, 53% of teachers consider the current teaching method can not satisfy the teaching demands.

4 Assessment to tennis teaching in sports major of universities

The choices of teachers in the assessment of tennis teaching in universities are shown in Table 8, and the their choices of the tennis assessment contents are shown in Table 9. It can be seen that, the university tennis teachers also notice that the all round development of students shall be emphasized in the assessment [10], but they still tend to choose the traditional assessment ways in the specific assessment process.

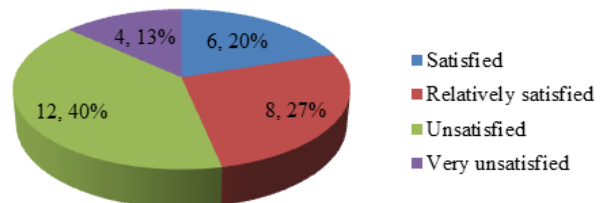


FIGURE 4 Satisfaction degrees of university tennis teachers to the teaching methods

TABLE 8 Choices of university tennis teachers to assessment contents in tennis teaching

Assessment	Action technique level	Theoretical level	Assignment completion	Ordinary performance	Judgment level	Competition organization	Application of tactics	Teaching organization ability
Frequency of choices	30	30	28	25	20	17	13	9
Order	1	1	3	4	5	6	7	8

TABLE 9 Choices of university tennis teachers to the most important assessment contents

Assessment	Application of tactics	Competition organization	Judgment level	Action technique level	Teaching organization ability	Theoretical level	Assignment completion	Ordinary performance
Frequency of choices	30	30	28	25	20	17	13	9
Order	1	1	3	4	5	6	7	8

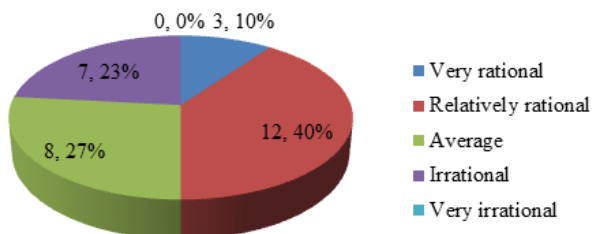


FIGURE 5 Rationality degree of learning assessment system in the view of university tennis teachers

The survey results to opinions of teachers on the rationality of assessment system are shown in Figure 5.

### 5 Innovation of tennis teaching in sports major of Universities from the perspective of multiple intelligences theory

Teaching innovation is to make reform to various teaching links and promote the update and development of teaching activities at the same time of following teaching rules and completing teaching objectives. Seen from the process, “teaching innovation is to make the innovation idea penetrated into every teaching link and provide students a space and opportunity for initiative participation, independent thinking and active exploration, and make the learning process of students become an active, innovative and individualized process.”

Tennis teaching is closely related to the all round development of students. The tennis class in universities can help students build healthy bodies, develop their mental abilities, and promote their all round development. Tennis is a class gradually developed in the sports major of universities and gets more and more attentions now. However, as this class is established late, the systematic teaching model is not formed, the hardware facilities of most universities are relatively insufficient, and mature theoretical system has not been formed in the aspect of software facilities. Therefore, the innovation to the current tennis teaching conforms to the development of the times as well as requirements of both teachers and students. The cultivation idea of multiple intelligences theory complies with the requirements of tennis teaching and forms an

innovation to the tennis teaching in sports major of universities with the perspective of multiple intelligences theory. It can improve the tennis teaching ideas of university teachers, promote the development of university tennis teaching, and facilitate the cultivation of all round abilities of students. The connotations of teaching innovation are rich, and the tennis teaching innovation contents designed in this paper are under the multiple intelligences theory and reflected in various links of tennis teaching, as shown in Figure 6.

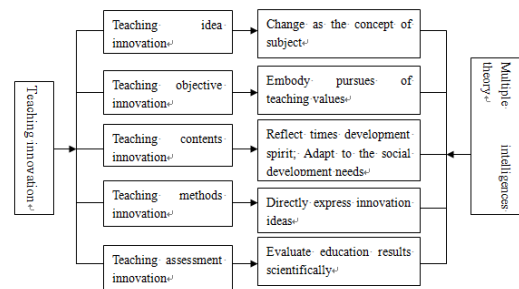


FIGURE 6 Contents of teaching innovation

#### 5.1 EXTENSION OF TENNIS TEACHING OBJECTIVES IN UNIVERSITIES

Tennis teaching in universities can not only impart basic theories and skills to students, but also make students exercise their verbal-linguistic intelligence, visual spatial relationship intelligence, interpersonal interaction intelligence and other multiple intelligences. With the social development, more and more inter-disciplinary talents are demanded by the society, so the extension of multiple intelligence cultivation objectives in the university tennis teaching complies with the requirements of the times and requirements of students’ development.

#### 5.2 ADJUSTMENT AND ADDITION OF UNIVERSITY TENNIS TEACHING CONTENTS

With the perspective of multiple intelligences theory, the tennis teaching shall be properly adjusted and added starting from the teaching preparation part, basis part and conclusion

part, so that multiple intelligences of students can be cultivated imperceptibly. For example, students' declaration about their self feelings and demands can be added in the normal classes, so that teachers can properly adjust the teaching contents and key points on one hand, and the verbal-linguistic intelligence and self recognition intelligence of students can be cultivated. In the demonstration part, the demonstration of individual students can be added after the teacher's demonstration, and other students are required to observe and correct the wrong actions, so that the verbal-linguistic intelligence, self recognition intelligence and self observation intelligence of students can be developed; in the conclusion part, the self comments of students and their mutual comments and corrections can be added to cultivate their verbal-linguistic intelligence, self recognition intelligence and self observation intelligence efficiently and to change the teaching subjects into students.

### 5.3 IMPROVEMENT OF UNIVERSITY TENNIS TEACHING METHODS

The multiple intelligences theory introduces widespread and multiple teaching methods and is easy to be applied in class. With the perspective of multiple intelligences theory, the improvement of teaching methods can provide opportunities for teachers' creation of brand new teaching strategies in teaching. When the multiple intelligences theory is integrated into tennis teaching, the teachers can consider how to improve the teaching methods and what the objectives are.

### 5.4 OPTIMIZATION OF UNIVERSITY TENNIS TEACHING ASSESSMENT

The largest insufficiency of traditional teaching assessment is to require students to show the knowledge they learnt in the past year in a narrow way, while the largest contribution of multiple intelligences theory is its suggestion to evaluate students from multiple aspects. Firstly, multiple assessment methods shall be adopted for student assessment, students shall be changed to be one of the assessment subjects, and they should be promoted to make self regulation, reflection

and assessment; secondly, the multiple assessments to students shall be adopted to find out the intelligence characteristics of students and promote students drive the development of weak intelligences with strong intelligences; finally, the individuality of students shall be recognized, and unified standards in the assessment of students are not suggested. At the same time, the integration of multiple intelligences theory into the tennis teaching assessment in sports major of universities is a supplement and optimization to the traditional assessment but not a denial.

## 6 Conclusions

The education concept and talent concept formed under traditional intelligence theory can not satisfy the social needs in continuous evolution, because what are needed by the society now are all round talents. Students are not only required to grasp the knowledge or have the simple writing or calculation abilities, but required to have the interpersonal interaction intelligence, innovation ability, problem solving ability and learning ability. In real life, the promotion of multiple intelligences is very important; the development of learners' multiple intelligences, stimulate their inner potentials and cultivate their innovation ability have become the requirements of the times. Currently, multiple intelligences theory plays an increasingly notable role in educational reform and has been integrated in the teaching practices. Sports' teaching is an important part of school education and an important means and aspect of the whole education to students.

The introduction of multiple intelligences theory in tennis teaching is the need of education innovation. It can help extend and play the multiple functions of tennis, and efficiently improve the comprehensive qualities of students in tennis major. Under the perspective of multiple intelligences theory, the tennis teaching in universities should pay attention to the all round development students, actively cultivate their multiple intelligences, and integrate the multiple intelligences theory in the change of education idea, extension of objectives, adjustment and addition of contents, improvement of methods and optimization of assessment, so as to continuously promote all round development of students, teachers and teaching.

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