

Study on the Hierarchical Teaching Model of College Basketball Curriculum Based on the Project Curriculum Theory

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Abstract

Based on the status quo of physical education reform in Chinese universities, this research constructs a new basketball curriculum teaching model based on the theoretical framework of project curriculum theory and hierarchical teaching theory. This model can simplify the complicated basketball teaching content into a project system, and effectively implement the teaching process through hierarchical setting of goals and multi-dimensional teaching control. This teaching mode is a forward-looking exploration of college physical education reform.

Keywords

Project Curriculum Theory; Hierarchical Teaching Model; College Basketball Curriculum.

1. Introduction

The basketball curriculum is one of the important courses in the physical education curriculum system of Chinese universities. According to various data, students who take basketball courses have the highest proportion in physical education courses. Basketball has the highest participation rate in China. Through participation in basketball, students can strengthen their bodies, enjoy themselves, and cultivate tenacious will and teamwork spirit. Basketball courses are an important carrier for improving students' physical and mental health, as well as completing higher education. However, in the context of healthy China, the current situation of universities basketball curriculum obviously cannot meet the requirements of education reforms, nor can it meet the increasing demands of students for the promotion of physical health and the improvement of their overall physical and mental qualities. In view of the importance of basketball curriculum and the current status of basketball curriculum in universities, this research designed a new college basketball curriculum model, which is guided by Project Curriculum Theory [1] to construct a curriculum content system and integrates "Internet +" media with traditional teaching methods as well as uses hierarchical and grouped teaching methods as a specific method of teaching implementation. This research is expected to provide a theoretical basis for the reform of college physical education curriculum.

2. Theoretical Frameworks of College Basketball Curriculum

2.1. Project Curriculum Theory

The project curriculum originally originated from vocational education, which refers to the organization of teaching with experimental studies, case studies, and sand table exercises. At present, the generally accepted definition of project courses is a curriculum model that takes supply tasks as the reference point for curriculum setting and content selection, organizes content by project unit and takes project activities as the main learning method [2]. The project curriculum theory emphasizes the linkage of the project to products, services and decision-making, which is consistent with certain laws of the formation process of our basketball skills.

The content of a basketball curriculum is an overall project, which includes many sub-projects, such as offensive and defensive man-to-man tactics, offensive and defensive zone tactics, etc. The project, tasks and skills are an organic whole, and the operation of the project is like the implementation of a basketball curriculum. Therefore, basketball curriculum must follow the basic principles of project curriculum: firstly, the principle of objectivity, that is, the principle of antagonism that emphasizes the collection of basketball skills and physical fitness, and basketball curriculum cannot be designed as appreciative skill performances; secondly, the principle of teaching students in accordance with their aptitude, reasonable arrangements for teaching according to students' abilities; thirdly, the developmental principle, to match the appropriate curriculum content with dynamic standards, and respect the personality characteristics and cognitive laws of students.

2.2. Hierarchical Teaching Model of College Basketball Curriculum

Hierarchical teaching is based on the premise of differences in student development. In the teaching process, different levels of teaching goals are designed for students of different levels, and different teaching methods are used to carry out teaching work [3]. In recent years, hierarchical teaching method has been successfully introduced into the public physical education curriculum of universities. It embodies the scientific humanistic education thought, the "Nearest Development Area" theory, the optimization of teaching and the goal design, and the principle of teaching students in accordance with their aptitude in physical education. The development of public physical education in universities should form a curriculum goal with "health first" as the guiding ideology [4] and "enhancing physical fitness" as the teaching center [5]. Basketball is a sport that requires high skills and physical fitness. Students participating in basketball courses will inevitably have great differences. Hierarchical teaching theory can be used as the theoretical basis for basketball curriculum reform. In the implementation of basketball curriculum reform, it should be guided by hierarchical teaching theory, adopt hierarchical setting of course content, hierarchical setting of course objectives and the use of multiple targeted teaching methods.

3. Design of Hierarchical Teaching Model of College Basketball Curriculum

3.1. The Curriculum Content

Based on the Project Curriculum Theory, according to the laws of basketball competition and the characteristics of actual combat, the content of the basketball curriculum is reconstructed around the syllabus. The basketball curriculum content is divided into four projects: positional offense, from offense to defense, positional defense and from defensive to offensive. Any project is an independent system, and the end of one project is the beginning of the next project. In the game, if any link is not done well, it may affect the result of the game. These 4 projects constitute a self-circulating and closed basketball knowledge system. When designing a project, comprehensive or large projects can be divided into sub-projects according to actual needs or practical ideas. For example, the fast break system can be broken down into two sub-projects: fast break and quick attack. Positional defense can also be divided into man-to-man defense and zone defense, press defense and other sub-projects. The basketball knowledge system reconstructed according to the project curriculum theory not only helps students understand each project as a whole, but also helps to re-understand the laws of basketball from the project sequence structure, thus forming the process view, overall view and holistic view of basketball. In the semester course, tactical practical knowledge is the main content. The main unit content(sub-project) is designed around the typical skills and basic cooperation of basketball tactics. In the process of teaching organization, it adopts the form of group teaching and

cooperative learning, and uses competition as the main teaching method to organize various extracurricular competition activities, and organically integrate classroom teaching with extracurricular clubs and club activities to form an integrated teaching model inside and outside of courses.

3.2. Setting of Curriculum Objectives

This hierarchical teaching method fully considers the optimal development range of students' skills and abilities, and gives each student the expected improvement objectives, which is conducive to stimulating students' internal learning motivation.

First, in accordance with the principles of openness, objectivity, and fairness in the evaluation, students are divided into groups according to their basketball skills. Then, teaching goals for each level are set. The goal for low-skilled groups is to meet the technical evaluation standards (weakening the criteria for shoot rate, speed and other hard targets that need to be tempered for a long time), emphasizing the ability to understand and describe the content of tactics. The goal of the high-skilled group requires the ability to use basketball skills in confrontation, focusing on strengthening basketball awareness and actual combat capabilities.

3.3. Implementation of the Course

Curriculum implementation is the core link of curriculum reform, which mainly reflects the selection of curriculum teaching methods and the control of the teaching process [6]. This course reform will be based on the requirements of the teaching guide outline and syllabus, with the implementation of classroom teaching and training as the mainstay, supplemented by extracurricular exercise homework and game appreciation.

Based on the online course platform of the school, the flipped classroom of "Basketball" is established to enrich and optimize the teaching content of the course. The text explanation, picture display and video demonstration are combined to effectively use the online course and integrate the inside and outside of the class. This strengthens the supervision and management of the courses, which is conducive to interaction and exchanges with students.

Conform to the basic characteristics of the times, make good use of social media platforms, establish class groups, enhance the convenience of communication between teachers and students, and enrich the ways of feedback and supervision of the teaching process.

In addition, in real time, we can learn from the basic functions of the extracurricular long-distance running monitoring app software, introduce the extracurricular task completion monitoring app for physical education courses, and optimize the integrated curriculum supervision system inside and outside the class.

3.4. Course Evaluation and Feedback

Curriculum evaluation has an extremely important guiding role in the implementation of the curriculum, especially the learning initiative of students. As a compulsory course, students with insufficient implicit motivation often just take the exam as the orientation to study and exercise. The purpose of hierarchical teaching is to stimulate the enthusiasm of students at all skill levels in basketball learning and exercise. Therefore, this course model sets reasonable course evaluation goals according to the basic abilities and development expectations of students at different levels. In addition, the reform focuses on formative evaluation.

Curriculum feedback is a two-way dynamic process. The basketball course is a highly skilled project. Teachers should give students accurate feedback on skills learning in real time, correct students' mistakes, and guide students to improve efficiently. Students should also give feedback in time for confusion or problems in the teaching process. Considering students' concerns about their identity, the class group can ask questions anonymously. From a practical

point of view, this interactive feedback communication method is conducive to improving teaching efficiency.

4. Conclusion

Project curriculum theory and hierarchical teaching theory provide a solid theoretical basis for college basketball curriculum reform. Aiming at the current situation of college basketball curriculum teaching, this research explores a comprehensive college basketball curriculum model that focuses on practical teaching effects. This mode can not only improve the teaching effect of basketball courses, but can also be extended to other courses in the same field, such as football. The guiding significance of this course model for aerobics, rhythmic gymnastics, line dance and other sports courses still needs to be explored. The integration of inside and outside classes, the promotion of network course construction and the optimization of course content are the current development directions of college physical education reform, which have guiding and reference significance for all sports curriculums.

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