

# Application of the “Promoting Learning through Competition” Model in Basketball Teaching for Junior College Students in Vocational Colleges

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**Abstract:** To enhance the quality of basketball teaching for junior college students in vocational colleges, this paper delves into the practical application of the “Promoting Learning through Competition” model. Initially, it analyzes the significance of implementing this model in basketball teaching for junior college students. Subsequently, it explores the operational logic of the model within this context. Finally, it proposes practical strategies such as tiered event design, detailed guidance during competitions, the establishment of feedback mechanisms, and the integration of faculty resources. These measures aim to facilitate the deep integration of the “Promoting Learning through Competition” model into basketball teaching for junior college students in vocational colleges, thereby improving teaching quality while fostering comprehensive basketball skills among students.

**Keywords:** Vocational colleges; Junior college students; Basketball teaching; “Promoting Learning through Competition” model

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## 1. Introduction

In vocational college education, cultivating practical and skilled talents stands as the core objective. Basketball teaching constitutes a vital component of physical education in vocational colleges, not only strengthening students' physical fitness but also nurturing essential core competencies such as teamwork, stress resilience, and adaptability. Therefore, to further elevate the quality of talent cultivation in vocational colleges, it is imperative to actively promote innovation in basketball teaching <sup>[1]</sup>. The “learning through competition” model can effectively connect basketball teaching with practical application by leveraging the competitiveness and fun of sports events. Therefore, establishing this model in basketball teaching for junior college students in vocational colleges has become an important task. It not only promotes innovation in basketball teaching but also helps strengthen the cultivation of students' comprehensive abilities, thereby enhancing the quality and efficiency of talent development in vocational colleges.

## **2. Significance of establishing the “learning through competition” model in basketball teaching for junior college students in vocational colleges**

### **2.1. Stimulating learning interest and enhancing participation initiative**

In basketball teaching for junior college students in vocational colleges, establishing the “learning through competition” model helps stimulate students’ learning interest and enhances their subjective initiative in participation. Traditional basketball teaching in vocational colleges often relies primarily on skill explanations and repetitive training, a relatively rigid approach that lacks interest in the teaching process. This can easily lead to student boredom and insufficient participation. The “learning through competition” model, centered around sports events, incorporates multiple teaching contents such as competitive confrontation and teamwork. This transforms monotonous basketball skill training into challenging basketball competitive tasks. Moreover, the suspense of winning or losing and the sense of team honor in basketball competitions provide effective incentives for students, encouraging them to actively participate in basketball competitions. Through immersive experiences, students repeatedly practice basketball skills and appreciate the charm of basketball, thereby stimulating their interest in learning basketball and enhancing the quality and effectiveness of basketball teaching<sup>[2]</sup>.

### **2.2. Strengthening the application of skills and consolidating teaching effectiveness**

The core objective of basketball teaching in vocational colleges is to enhance students’ practical application abilities in basketball skills. Traditional basketball skill training often suffers from a disconnect from real-game scenarios, leading to a situation where some students “know how to practice but not how to apply.” The “learning through competition” teaching model uses competitions as a focal point to align basketball teaching content with actual events, guiding students to participate in real basketball confrontation scenarios based on a deep integration of the two. This allows students to proficiently apply fundamental skills such as passing, dribbling, and shooting during confrontational practice, while also improving their flexibility in tactical execution through team coordination. Additionally, basketball competitions are characterized by dynamic changes, such as defensive pressure and adjustments in teammates’ positions, which encourage students to actively think about methods of applying basketball skills during competition. This not only strengthens students’ proficiency in basketball skills but also helps improve their adaptability<sup>[3]</sup>. Furthermore, teachers’ meticulous observation of students’ basketball competition processes enables them to promptly identify students’ skill deficiencies and implement targeted teaching strategies. This approach facilitates learning through competition, making basketball skill instruction more focused and thereby enabling the high-quality completion of basketball teaching tasks<sup>[4]</sup>.

## **3. The operational logic of the “learning through competition” model in basketball teaching for junior college students in vocational colleges**

### **3.1. Aligning competitions with teaching objectives based on instructional goals**

Using teaching to determine competitions serves as the core prerequisite for the operation of the “promoting learning through competitions” model, emphasizing the close alignment between competition design and basketball teaching objectives to drive the deep integration of teaching and competitions. In practice, the objectives of basketball teaching for junior college students in vocational colleges encompass multiple dimensions, including mastering basic basketball skills, applying tactical coordination, and fostering teamwork. Therefore, competition content should be tailored in accordance with these teaching objectives during the design

process. For instance, in basic skill training, individual skill challenges such as dribbling, passing, and shooting can be organized for students. In cultivating the ability to apply tactical coordination, group confrontations like 3v3 and 5v5 can be conducted to enhance students' tactical coordination skills. Additionally, the difficulty level of competitions set by teachers should be closely aligned with students' cognitive abilities and basketball skill foundations to avoid discouraging students due to overly challenging competitions and ensure that competitions consistently serve teaching objectives, enabling students to continuously consolidate their basketball skills and strengthen their overall proficiency through participation<sup>[5]</sup>.

### **3.2. Integrating practice into competitions to reinforce skill consolidation**

The operation of the “promoting learning through competitions” model in basketball teaching for junior college students in vocational colleges should adhere to the logic of integrating practice into competitions to help consolidate students’ basketball skills. In practice, teachers need to incorporate basketball skill training into competitive scenarios to effectively create an integrated “competition-practice” framework. During the competition phase, teachers should rely on the real scenarios of the competition to enable students to apply basketball skills in confrontational training and flexibly utilize them in dynamic offense and defense. For example, adjusting dribbling rhythm under defensive pressure, passing the ball accurately based on teammates’ positions, and completing shooting drills during confrontational training. This approach aims to break the monotony brought about by traditional, repetitive basic skills training. Moreover, in competitive settings, it can also stimulate students’ subjective initiative in active thinking and exploration. For example, teachers can organize competitions to guide students in applying their basketball skills, thereby enhancing their proficiency and adaptability in basketball<sup>[6]</sup>. At the same time, teachers should also lead students in teamwork, such as actively strengthening their tactical positioning training, to enhance the cooperation and tacit understanding among students. This transforms students’ skill consolidation from traditional “passive acceptance” to “active adaptation,” thereby improving their training efficiency and strengthening the effectiveness of skill consolidation.

### **3.3. Promoting evaluation through competition and improving the evaluation system**

Promoting evaluation through competition can break through the limitations of traditional basketball teaching evaluations, which tend to emphasize outcomes over the process, and drive the improvement of the evaluation system. This is the logical foundation for the operation of the “learning through competition” model. In practical teaching, it is essential to highlight the diversity of evaluation subjects and establish a three-dimensional evaluation model that incorporates multiple dimensions, such as teacher evaluation, peer evaluation, and self-evaluation<sup>[7]</sup>. In evaluation, the content should expand from traditional single-skill testing to evaluating students’ basketball skill application abilities, teamwork performance, on-court adaptability, and fighting spirit. Through multi-dimensional indicators, a comprehensive reflection of students’ overall abilities can be achieved. Furthermore, during the competition phase, teachers should observe students meticulously throughout the process, recording their skill weaknesses, tactical execution, and other aspects during basketball competition confrontations, thereby forming dynamic teaching evaluation files. After completing the evaluation, teachers should improve subsequent teaching by integrating current teaching content with the evaluation results. For instance, if the assessment reveals that students’ passing skills are weak, a dedicated module for passing skill training should be introduced in subsequent lessons. This approach highlights the dynamic improvement of

teaching content, enhances its relevance, and simultaneously improves students' basketball skills.

### **3.4. Using competitions to feed back into teaching and optimize content**

Using competitions to feed back into teaching is a crucial aspect of driving the iterative optimization of the "learning through competition" model. It enables precise identification of teaching weaknesses through feedback from competitions and facilitates targeted optimization in subsequent teaching, thereby enhancing the teaching content. In practice, teachers can promptly identify students' skill deficiencies by observing their performance in competitions, such as unreasonable defensive positioning and a lack of thorough understanding of tactics. Subsequently, teachers can improve subsequent teaching content and adjust the focus of teaching breakthroughs based on the observed issues <sup>[8]</sup>. For example, in response to the issue of unreasonable defensive positioning among students, a dedicated module for defensive positioning skill training can be added. Additionally, simulated competition scenarios can be used for specialized training, and case studies can be introduced to analyze defensive positioning techniques in basketball games. This approach not only strengthens students' tactical application abilities but also specifically improves their basketball skills. In addition, teachers should provide personalized guidance to students with different skill levels. For instance, they can offer specialized training in shooting competitions for students who are weak in shooting skills and guide them to engage in differentiated exercises through shooting challenges. This not only ensures that the teaching content deeply meets the actual needs of students but also enhances the pertinence and differentiation of teaching.

## **4. Practical strategies for applying the "learning through competition" model in basketball teaching for vocational college students**

### **4.1. Designing competitions at different levels to match students' abilities**

In basketball teaching for vocational college students, the practical application of the "learning through competition" teaching model should center on designing competitions at different levels to ensure a deep match between the competitions and students' abilities. Therefore, during the teaching phase, it is essential to establish a three-tier competition system encompassing the foundational, intermediate, and elite levels. For foundational-level competitions, they can be tailored to students with zero or weak basketball skills, focusing on individual skill events such as dribbling relays and fixed-point shooting contests. Simplified competition rules can be adopted to lower the participation threshold for students, thereby promoting learning through competition <sup>[9]</sup>. For intermediate-level competitions, they should target students with a certain level of skill, organizing 3v3 half-court matches with an emphasis on the application of basic tactical coordination among students. For elite-level competitions, they can be designed for highly skilled students, organizing 5v5 full-court official matches that precisely align with standardized competition rules, enabling all students to enhance their skills through participation in the competitions. In addition, event organization each semester should include monthly mini-competitions and final tournaments at the end of the term to ensure that the frequency of events aligns with the teaching schedule. This allows students with varying skill levels to experience a sense of accomplishment and make progress in competitions tailored to their abilities, thereby enhancing the effectiveness and quality of basketball instruction.

### **4.2. Refining in-game guidance and implementing teaching integration**

Refining in-game guidance and implementing teaching integration are crucial for facilitating the deep integration of the "learning through competition" teaching model into basketball instruction for junior college

students at vocational institutions. During the practical implementation of this model, it is essential to ensure that teacher guidance permeates the entire event process to prevent the overemphasis on competitions at the expense of teaching. Ten minutes before the game, teachers can guide students in targeted warm-ups and tactical previews, clearly specifying basketball skills that need to be reinforced during the event, such as pick-and-roll coordination and defensive positioning exercises <sup>[10]</sup>. During the competition phase, teachers should adopt a guidance model that combines “immediate timeouts for instruction and sideline gesture cues.” If common issues arise during student play, such as passing errors or disorganized movement, teachers should promptly call timeouts to provide guidance. After the game, a 5-minute post-game review should be organized, during which students can be encouraged to self-analyze and summarize their experiences, while teachers identify key teaching points and challenges for subsequent instruction to ensure a deep connection between events and teaching.

### **4.3. Establishing a feedback mechanism for timely teaching adjustments**

During the practical application phase of promoting the “learning through competition” teaching model, teachers should establish a feedback mechanism to promptly adjust basketball instruction. This step involves creating a comprehensive, multi-participant feedback loop to facilitate dynamic updates in basketball teaching for junior college students in vocational colleges. Firstly, teacher feedback should be implemented, requiring instructors to fill out feedback forms after each competition, detailing students’ application of basketball skills, tactical execution, and identifying both individual and common issues among students. Secondly, student feedback should be strengthened, such as organizing group discussions and self-reflection sessions for 5 minutes after competitions, or conducting surveys to gather students’ opinions and thoughts on competition difficulty, instructional videos, and the appropriateness of teaching content. After collecting feedback, information should be consolidated on a weekly basis, and targeted teaching adjustments should be made based on the feedback. For instance, if there are many passing errors, a specialized teaching module on “passing skills training in a competitive environment” should be considered for inclusion in subsequent lessons to ensure that the teaching content remains closely aligned with student needs.

### **4.4. Integrating faculty resources and strengthening competition support**

The application of the “learning through competition” model in basketball teaching for junior college students in vocational colleges necessitates the deep integration of faculty resources to strengthen competition support. This involves establishing a specialized teaching team comprising professional basketball instructors, sports support teachers, and external coaches. Professional basketball instructors should be responsible for designing student competitions, guiding core skills, and adjusting teaching methods; sports support teachers should undertake tasks such as organizing student competitions and ensuring student safety. Meanwhile, basketball coaches from outside the school should be regularly invited to conduct professional referee training and tactical lectures, thereby enhancing the professionalism of basketball competitions among junior college students in vocational colleges. Finally, in terms of event security, a comprehensive event security plan should be established. This includes conducting thorough inspections of basketballs, scoreboards, protective gear, and other venue equipment before students participate in competitions, as well as clearly identifying individuals responsible for safety during the events. During competitions, sufficient first-aid personnel and medical supplies should be provided to effectively address sports injuries and ensure the safety of students’ physical activities. After competitions, teachers should organize students to participate in the organization of event materials,

providing data support for subsequent teaching reviews and event optimization. This ensures that the “learning through competition” model plays a profound role and helps strengthen the quality of basketball instruction.

## 5. Conclusion

The study finds that the construction and application of the “learning through competition” teaching model in basketball instruction for junior college students in vocational colleges holds significant value. It helps stimulate students’ interest in learning, enhances their basketball skills application, and encourages them to participate in basketball competitions driven by their subjective initiative, thereby improving the effectiveness of basketball instruction for junior college students. The four-dimensional framework proposed in the paper, namely “event grading + detailed guidance + feedback adjustment + resource support,” facilitates the orderly implementation of the “learning through competition” model in basketball instruction for junior college students, enabling them to develop comprehensive basketball skills through participation in competitions. In the future, the application of the “learning through competition” model in basketball instruction for junior college students in vocational colleges will gradually deepen towards intelligent development. Subsequent considerations could include exploring differentiated adaptation plans for the “learning through competition” model and junior college students based on artificial intelligence technology, thereby contributing to the improvement and efficiency enhancement of basketball instruction for junior college students in vocational colleges.

## Disclosure statement

The author declares no conflict of interest.

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