

Research on Effective Training Methods of Volleyball Teaching in College Physical Education

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Abstract: As the reform of the education system in colleges and universities progresses, physical education teaching has gained increasing attention and recognition from various sectors. Among the various sports, volleyball stands out as a key component of the college physical education curriculum. It is highly favored by students, who often choose it as their top option for physical education courses. Volleyball can not only enhance physical quality but also develop the psychological resilience. Therefore, teachers must explore effective training methods for volleyball instruction to improve students' physical fitness, foster teamwork, strengthen their mental resilience, and ultimately support their overall development. Therefore, this paper combined with the above background to carry out research, analyzes the practical significance of college volleyball teaching, the existing problems in the current teaching, and puts forward effective training methods.

Keywords: Universities; Physical education course; Volleyball teaching; Training methods

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1. Introduction

Under the new curriculum reform, higher requirements are put forward for the teaching of physical education in colleges and universities. PE teachers should update the teaching idea, innovate the training method, and enrich the teaching content with the times, to stimulate the students' interest in learning and improving the quality of talent training. When teachers carry out volleyball training, students should not only master the sports skills but also train their physical and psychological qualities in the volleyball game. Therefore, volleyball can not only improve students' sports skills, but also cultivate their ability to cooperate and enhance their teamwork. However, due to various practical limitations and influences, there are several challenges and shortcomings in volleyball instruction, preventing it from reaching a higher level of effectiveness and quality. Over time, it will directly affect students' autonomy and enthusiasm for volleyball learning. Therefore, methods to further innovate volleyball training methods in college physical education courses is an important issue that teachers need to solve urgently. This paper will carry out an in-depth exploration around this issue, to help teachers carry out relevant training and research.

2. The practical significance of effective volleyball training in colleges and universities

First, volleyball training enhances students' overall quality. According to volleyball rules, students need to master the five basic sports skills of "pass, pad, buckle, hair and block". Therefore, through learning and training in volleyball, students engage in full-body movement, which improves their flexibility, coordination, speed, and strength. In addition, volleyball is a team sport, which requires close cooperation among the members to maximize the team's energy. It is clear that volleyball not only enhances students' physical fitness but also strengthens their mental resilience, fosters a sense of teamwork, and helps them develop important qualities such as perseverance, courage, and a strong work ethic.

Second, it exercises the students' social adaptability. Volleyball teaching in colleges and universities can make students better understand the qualities and abilities needed for team cooperation on the job field and then lay a solid foundation for them to understand and adapt to society. For example, in volleyball team competitions, students learn how to collaborate with others and understand and respect different viewpoints. Additionally, experiencing losses in matches teaches students how to handle setbacks and adjust their mindset. These qualities and skills are crucial for students' future personal and professional lives.

Third, it promotes the reform of physical education curriculum. Teachers' innovation of volleyball training methods and models can further improve students' sports skills. When innovating training methods and teaching modes according to sports rules and students' physical quality, teachers need to clarify teaching objectives, innovate teaching methods, and have a perfect evaluation system. In this way, it can not only improve the teaching effect of volleyball but also promote the reform of PE curriculum teaching. In particular, when teachers carry out teaching reform adhering to the "student-oriented" concept, they can take students as the main body, formulate training plans and reform plans, steadily improve students' volleyball level, and lay a solid foundation for them to learn other sports ^[1].

3. The existing problems in volleyball teaching in college physical education courses

3.1. The teaching concept needs to be updated urgently

In the context of exam-oriented education, some physical education teachers remain constrained by traditional teaching methods and have not fully analyzed the new curriculum reform's programs and policies. As a result, they may not fully grasp the guiding principles and teaching concepts embedded in the reform. In volleyball teaching, teachers are used to self-centered teaching activities, relying on teaching experience to develop training programs, using traditional teaching methods, and not giving full play to the main role of students in the physical education classroom. As a result, this approach not only fails to engage students' initiative but also prevents the achievement of the desired teaching outcomes ^[2]. Furthermore, teachers often do not actively seek out or learn from advanced volleyball teaching techniques, nor do they embrace and apply modern technology. This leads to a dull and uninspiring classroom environment, hindering the improvement of teaching quality and course efficiency.

3.2. The teaching mode is too one-dimensional

In volleyball teaching practice at colleges and universities, some teachers have not fully implemented the reform strategies, or the reform has been insufficient, leading them to still rely on traditional training methods and teaching models. After briefly introducing the theoretical content and precautions of volleyball to students,

the teachers will conduct action demonstrations and detailed explanations and finally require students to make full use of class time for free practice. In this process, teachers typically take the lead while students remain passive learners, engaging in mechanical learning and training. This creates a dull classroom atmosphere that fails to spark students' enthusiasm and autonomy in learning. As a result, the teaching goal of enhancing students' physical fitness and cultivating their overall abilities is not achieved, ultimately hindering their healthy development^[3].

3.3. The teaching content needs to be enriched

First, the teaching content selection and arrangement of most sports events in colleges and universities are relatively simple and outdated. In the actual teaching process, teachers often focus heavily on improving students' volleyball skills but neglect their interests and learning needs, leading to low engagement and difficulty concentrating during training. Additionally, some teachers are not sufficiently scientific or thoughtful in selecting teaching content. They tend to prioritize practical training while overlooking theoretical explanations and competitive strategies, resulting in a teaching approach that is overly simplistic. Third, teachers fail to align the actual needs of students with the characteristics of the course and neglect to integrate and utilize available teaching resources. This results in a lack of uniqueness and effectiveness in physical education programs at colleges and universities, ultimately having a negative impact on the overall teaching outcomes of physical education.

3.4. Limited approach to teaching evaluation

In volleyball teaching, while teachers recognize the importance of curriculum evaluation, their focus is primarily on students' mastery of technical skills, without conducting a comprehensive assessment of their physical literacy and theoretical understanding^[4]. In addition, most of the teachers only rely on the final examination to evaluate the students but neglect to use the process evaluation to evaluate the students' sports comprehensive ability, resulting in the volleyball teaching evaluation lack of comprehensiveness and objectivity. Colleges and universities have not established a standardized and scientific evaluation system for volleyball teaching, leading to unreasonable evaluation results that fail to provide meaningful feedback for teachers to adjust teaching plans and optimize the curriculum.

4. The effective training method innovation path of volleyball teaching in college physical education course

4.1. Change the teaching concept and clarify the volleyball training objectives

Volleyball teachers should fully recognize the importance of innovative teaching approaches and, based on this understanding, set clear volleyball teaching objectives. However, in some cases, issues in the volleyball training and teaching methods of certain teachers directly impact the overall quality of the instruction. To enhance teaching effectiveness, teachers should first clarify the core goal of "quality education" in their training and teaching, making it the primary guiding principle for future volleyball instruction. They should move away from traditional concepts and instead focus on fostering the comprehensive development of students' abilities.

Specifically, in volleyball training, teachers should focus not only on teaching students theoretical knowledge, sports skills, and volleyball techniques but also on strengthening their mental resilience, cultivating their sportsmanship, and improving their physical fitness. This holistic approach will achieve the goals of health

education and fully leverage the teaching and educational value of the volleyball program ^[5]. Building on this foundation, teachers should aim to help students develop a lifelong commitment to sports. In daily volleyball learning and training, students should be encouraged to cultivate healthy sports habits that will benefit them throughout their lives. In addition, teachers should adhere to the concept of “teaching students according to their aptitude” in their training and instruction. This means recognizing individual differences among students and selecting appropriate training methods and teaching content. By doing so, teachers can stimulate students’ enthusiasm for volleyball, boost their self-confidence, and ultimately help develop their comprehensive skills and abilities ^[6-7].

4.2. Innovate training methods and enhance professional training intensity

To further enhance the effectiveness of volleyball training and improve students’ learning outcomes, teachers must align with the needs of education reform and students’ development. By continuously innovating training models and methods, teachers can better adapt to the evolving physical education teaching reforms in the new era. In the actual teaching process, teachers should choose the appropriate training mode and method based on comprehensive analysis of students’ physical fitness level and acceptance ability, to stimulate students’ interest in volleyball learning and improve their volleyball level in an all-round way. For example, in volleyball training, teachers can incorporate a combination of soft and hard training methods to create a balanced approach that challenges students while also allowing for proper technique development and injury prevention.

Compared to a hard ball, the soft ball is gentler and less aggressive. As a result, the pain from collisions is minimized when force is applied. This allows students to reduce psychological pressure, stay focused during training, and ultimately improve their athletic performance ^[8]. Once students have mastered certain volleyball skills, teachers can incorporate hard ball training based on teaching needs. However, it’s important to note that during soft ball training, the balls often fall because they are too light and may not reach the desired position. To address this, students should avoid positioning themselves too far back and should lean slightly forward to ensure the soft ball lands as expected, achieving effective training results.

Additionally, in passing training, teachers should focus on explaining key skills to students. First, this ensures they maintain accurate posture, and second, it helps them adjust the passing force as needed. It is crucial for the passer to stay alert, observe the ball’s trajectory, and ensure a correct reaction when making contact. By relying on their arms to generate force, they can effectively send the ball. This approach will enhance students’ confidence, reduce their learning pressure, and encourage active participation in training activities ^[9-10].

4.3. Strengthen the construction of teachers and enhance their comprehensive quality

Universities’ efforts to innovate volleyball training methods generally rely on the expertise of volleyball teachers, highlighting the crucial role that teachers’ comprehensive quality plays in the effectiveness of volleyball instruction. Today, the volleyball teaching environment in colleges and universities is increasingly complex, with teachers shouldering a wide range of responsibilities. Furthermore, with the implementation of the enrollment expansion policy and the growing number of students, there is a greater demand for the comprehensive quality of volleyball teachers ^[11]. Therefore, colleges and universities should prioritize the development of volleyball teachers by implementing effective measures to enhance their professional skills and teaching abilities. This will ensure strong support for volleyball training and teaching, ultimately improving the quality of instruction and student outcomes.

First, colleges and universities should carry out regular training activities and organize teachers to carry

out on-the-job training, to promote the continuous growth and improvement of the teachers. In this process, colleges and universities should focus on improving the innovative thinking of volleyball teachers, so that they can essentially realize the urgency and necessity of education reform^[12]. Secondly, colleges and universities should carry out teacher evaluations regularly to ensure that the professional skills and comprehensive quality of teachers can meet the teaching standards of volleyball in colleges and universities. At the same time, colleges and universities should guide teachers to recognize the importance of integrating theoretical teaching with practical activities. Teachers should use volleyball theory to inform and enhance practical training, ensuring that students not only master the necessary volleyball skills but also improve their overall quality and development.

Third, teachers should cultivate a sense of lifelong learning. This means actively utilizing online platforms and apps to stay updated on volleyball-related events, news, and other relevant information. Additionally, teachers should read professional books and participate in specialized training to deepen their knowledge of game tactics, enhance their leadership skills, and foster their innovative thinking. In this way, teachers can continually innovate volleyball training methods and techniques, ultimately enhancing the effectiveness of volleyball training^[13]. By taking the above measures, colleges and universities can effectively guide and help volleyball teachers in teaching, so that they can uphold the correct teaching concepts and methods to carry out teaching activities, which can not only improve the comprehensive quality of teachers but also promote the innovation of volleyball teaching mode and lay a solid foundation for the construction of an efficient classroom.

4.4. Expand the evaluation criteria and improve the volleyball evaluation system

Teachers should fully recognize the importance of improving the volleyball evaluation system to enhance students' volleyball skills. They should actively participate in the development of a teaching evaluation system that enables scientific assessment of volleyball instruction. This will provide valuable insights for teachers to adjust their teaching plans and offer guidance to students in addressing any gaps in their knowledge.

First, the approach to teaching evaluation should be reformed. In addition to organizing students for stage examinations, teachers should also encourage participation in evaluation activities such as intra-group peer assessments and student self-evaluations. This will allow students to gain a clearer and more objective understanding of their volleyball learning based on the evaluation results. They will be able to recognize their strengths and weaknesses, enabling them to build on their strengths, address their weaknesses, identify gaps, and continuously improve and develop themselves. As a result, teachers can gain a more comprehensive understanding of students' volleyball learning, including their mastery of volleyball techniques and ability to apply volleyball skills. This insight can then be used to adjust training plans, innovate teaching methods, and ultimately enhance the effectiveness and efficiency of volleyball instruction^[14].

Second, the innovation of teaching evaluation standards is essential. In addition to focusing on students' final exam results, teachers should also consider the development of students' sports literacy and changes in their learning attitudes. By conducting objective evaluations of students' daily training progress and theoretical test results, teachers can create a more diversified teaching evaluation system. This will improve the objectivity and comprehensiveness of the evaluation outcomes and effectively enhance students' overall physical education quality.

Top of Form

Bottom of Form

It is important for teachers to focus on stimulating students' enthusiasm for volleyball learning when evaluating their progress. This means placing greater emphasis on evaluating students' learning processes and

attitudes rather than solely on outcomes. Specifically, teachers should minimize criticism and punishment, opting instead for encouragement and praise. This approach helps students maintain their enthusiasm and motivation, reduces psychological pressure, boosts their confidence, and ensures that the evaluation system is both scientific and rational. Ultimately, this will provide an objective reflection of students' volleyball learning progress^[15].

5. Conclusion

From the perspective of quality-oriented education reform, volleyball teachers in college sports programs should actively explore new and effective teaching methods to innovate teaching models and adjust training opportunities. By doing so, they can provide professional guidance and support to help students achieve their full potential in the sport. Specifically, teachers can transform their teaching concepts and clearly define volleyball training goals. They can innovate training methods to increase the intensity of professional development and strengthen teacher training to enhance their comprehensive quality. Expanding evaluation standards and improving the volleyball evaluation system are also essential steps to boost the effectiveness of volleyball training. By combining the teaching of sports skills and theoretical knowledge with the cultivation of cooperative spirit, fighting resilience, mental toughness, and physical fitness, teachers can promote the overall physical and mental development of students. Ultimately, these efforts will contribute to the reform of physical education in colleges and universities.

Disclosure statement

The author declares no conflict of interest.

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