

The Integration of "Trinity" Educational Resources in College Tennis

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Abstract: School, social and community education resources are not only an independent educational content, but also a subsystem that has a close relationship with the entire educational resources. Based on the university's education resources and taking tennis professional courses as a demonstration point, this paper analyzed the connotation, content and characteristics of college's tennis "trinity" educational resources in order to improve the professional teaching quality of tennis and further promote the core competence based on professional ability.

1. Introduction

Tennis is a sport that is highly commercialized, professionalized and globalized. However, in the university's tennis education resources, there is a common imbalance between the supply and demand side. The site resources and human resources are not effectively integrated, and the sports market resources and the school professional development resources have not been shaken in time. Community service resources and student skills development have not been effectively utilized. In the final analysis, because of lack of understanding of tennis education resources, there is a certain degree of unity and locality. Therefore, college tennis education resources are not limited to the various systems, materials, ideologies and their corresponding norms of conduct on campus. However, the education resources of college tennis are viewed in a dialectical perspective from the overall perspective.

College tennis education resources can be diversified educational resources. The first type of resources are those who participate in college tennis, including students, tennis teachers, parents, and principals. The second type of resources are objects, including tennis courts, tennis equipment, books, systems, and finances. The third category of resources is intangible, including the importance of leadership, curriculum setting and development, and the organization and layout of competitions. Overall, it refers to the number of teaching venues, equipment, buildings, books, teaching staff, professional, business, ability that are closely related to college tennis activities and the sum total of all people, money, and goods of various management activities [1].

2. The Connotation of "Trinity" Educational Resources in College Tennis

In physical education, due to the differences in physical and psychological development characteristics of primary and secondary school students and their different sports needs [3], the "three-in-one" education resource presents certain differences in different school segments. One of the most salient features is the openness of the school environment and the autonomy of students' learning. Students study at school for a long period of time. When they enter the school gate, they contact the society and have little contact with the family. The social education resources become the most direct of student professional practice. The most effective platform is also an accumulation of social connections. Therefore, the meaning of the "Trinity" educational resources for college tennis refers to making the school education as the core resource, the social education as an auxiliary resource and the community education as a supplemental resource under the guidance of the "Healthy First" and "Lifetime Sports" ideology. The unified service serves the education development model of the school tennis professional which is based on student employment.

3. Contents of "Trinity" Educational Resources in College Tennis

From the perspective of training tennis professionals, school education is the core of the “trinity” resource and has a basic role. First of all, it is necessary to use scientifically and reasonably the facilities of tennis courts and professional tennis teachers in colleges and universities. It is a sports project that requires high demands for venues and equipment [4]. Because the general population base of colleges and universities is large, the per capita site occupancy rate of students is relatively small. In addition to the daily public electives and the required teaching hours for professional courses, extra-curricular sports training and competitions have to be carried out, which puts tremendous pressure on the operation of the venue. Tennis teachers should encourage students to play outside the school from inside school competitions, and they should use the principle of motivation and incentives to achieve the sharing of resources both inside and outside the school.

From the perspective of the practice of tennis professionals, sports, as a special education method in the national education, originates from the society, and the ultimate return to society is also the trend of the development of modern socialization of sports. Social tennis education resources provide a platform for students to participate in tennis practice activities and promote the organic integration of students' theoretical and practical abilities [5]. At the same time, it is also an extension of the “inside-class integration” tennis teaching model. In professional competitions, tennis students can participate in the role of staff, caddies, volunteers, managers, etc., and serve the events in person. In the Amateur Competition, students are encouraged to participate in more competitions and participate in a wide range of competitions. The level of skills and tactics they have learned in the school can be played and tested in the amateur competition. After the match, they will continue to summarize and reflect, so as to improve their technical capabilities.

From the perspective of employment of tennis professionals, community sports is one of the effective ways to realize lifelong sports. The key point of realizing lifelong sports lies in the cultivation of community sports talents. Tennis social sports instructors serve as sports market services and sports community services in China. Like physical education teachers, athletes, coaches, referees, sports management personnel and sports workers, they are an important force in the development of China's sports industry and the building of socialist spiritual civilization.

4. Characteristics of "Trinity" Educational Resources in College Tennis

Building a “trinity” tennis education resource for schools, societies, and communities is an all-round, multi-channel, multi-method and multi-formation collaborative effort to promote college sports education. The integration of the "trinity" education resources for college tennis is an inevitable requirement of social and economic development. It is in line with the trend of the development of college education. The development of school sports cannot be separated from society. Without social integration, it will be unable to seamlessly integrate with the market, and abnormal development will occur. Sports will deviate from its own development track, and lifelong sports thinking is more difficult to implement.

The "Trinity" education resource of college tennis breaks through the closedness of traditional single school education resources. The opening of educational resources refers to the practice object of students' education practice, teaching facilities and facilities and social services to be market-oriented, so that resources can be communicated and shared. There are multiple meanings. Open educational resources can create a variety of employment opportunities and realize the sharing of school education resources with social and community education resources. The mutual communication in teaching content, mutual practice in education practice, and mutual connection in community sports services will effectively promote the organic integration of school education, social education, and community education, making them mutually advantageous and complementary. Reciprocal information and mutual feedback can help speed up the process of the socialization of school education, the schooling of community education and the marketization of social education among college tennis students [7].

Actualization is aimed at the evaluation of the education and teaching quality of college tennis "trinity" education resources. From the point of view of the public outside the competitive tennis, tennis is a recreational and physical sports program to meet the physical needs of the general public for leisure and fitness, and it has basic social service functions. Therefore, on the technical level, students are required to master the internal winning rules of tennis technology and strive to achieve the purpose of learning to use, reflecting its professional side. The main access to specialized tennis talent is in colleges and universities. Social education resources provide valuable practical platforms for the enhancement of students' professional skills. Community education resources create a good opportunity for students to display their teaching abilities and innovate their sense of employment. From this we can see that tangible resources such as social education and community education play a complementary role in complementing the three students' abilities.

5. Conclusion

Nowadays, in the transitional period of social and historical development, since the expansion of enrollment in colleges and universities, China's education has achieved an explosive growth from "elite education" to "popular education". College teaching quality and students' professional competitiveness are facing enormous challenges. The "trinity" education cooperation resources in colleges and universities are a new development trend and an inevitable requirement to adapt to the changes in the structure of the social sports industry in the new era. The three must form a concerted effort to promote education development.

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