

# Research on the Professional Qualities and Capability Enhancement of University PE Teachers in Air Volleyball Teaching

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**Abstract:** *As an emerging sport, air volleyball is gradually demonstrating its unique educational value and development potential in university physical education. With the promotion and popularization of air volleyball in universities nationwide, the teaching abilities and professional qualities of university PE teachers in this field have become particularly important. This study investigates the current state of university PE teachers in air volleyball teaching, analyzing the main challenges encountered in teaching, such as limitations in resources and facilities, insufficient professional development and training for teachers, and outdated teaching methods and strategies. To address these issues, the study proposes a series of enhancement pathways, including optimizing education and training mechanisms and innovating teaching methods and strategies. The research aims to provide theoretical and practical support for the professional development of university PE teachers in air volleyball teaching to improve teaching quality and effectiveness.*

**Keywords:** *Air Volleyball; University PE Teachers; Professional Qualities; Capability Enhancement; Teaching Challenges*

## 1. Introduction

Air volleyball, as a sport that comprehensively demands participants' physical fitness and teamwork abilities, holds irreplaceable educational significance in university physical education. Currently, with the education departments' emphasis on the diversity of physical education, air volleyball has been adopted by an increasing number of universities as part of their PE curriculum. However, university PE teachers often face issues such as lack of facilities and insufficient professional training in actual teaching, which severely affect teaching quality and educational outcomes. Therefore, studying the professional qualities and capabilities of university PE teachers in air volleyball teaching and exploring effective enhancement pathways is of significant theoretical and practical importance for improving teaching quality and promoting the holistic development of students.

## 2. Importance of University PE Teachers in Air Volleyball Teaching

### 2.1 Educational Value and Development Trends of Air Volleyball

As a collective sport, air volleyball has significant educational value, particularly in enhancing students' physical fitness and teamwork abilities. The fast-paced nature of this sport requires participants to make quick responses and decisions, effectively training students' reaction speed and decision-making skills. Additionally, the strategic demands of air volleyball align with the cultivation of key competencies emphasized in modern education, such as problem-solving and critical thinking skills. Therefore, air volleyball holds substantial significance not only as a physical activity but also as an educational tool.<sup>[1]</sup>

Furthermore, air volleyball's low-risk nature and broad adaptability to different fitness levels make it an inclusive sport. Students of varying physical capabilities can participate, greatly enhancing the accessibility and inclusivity of PE courses. Through participating in air volleyball, students can improve their physical fitness while also developing social skills and team spirit, which are crucial for their overall development and social adaptability.

With the increasing emphasis on diverse physical activities in educational policies and the evolving trends in sports education, air volleyball is gradually becoming an essential part of university PE curricula. Many universities have incorporated air volleyball into their regular PE courses and promote the sport

through intercollegiate competitions and club activities. These activities not only enhance students' sports skills but also support their holistic growth through teamwork and leadership training. The widespread adoption of air volleyball not only enriches campus sports culture but also creates favorable conditions for improving students' overall competencies.

## ***2.2 The Crucial Role of University PE Teachers***

University PE teachers play a central and irreplaceable role in promoting and teaching air volleyball. Their professional qualities directly affect the quality of teaching and profoundly influence students' learning outcomes. To effectively teach air volleyball, teachers must possess high-level sports skills and a deep understanding of game strategies. These abilities enable teachers to accurately convey techniques and tactical setups, ensuring that students can correctly and effectively master the sport. Moreover, teachers need to continuously innovate teaching methods, such as using video analysis and simulated matches, to enhance classroom interactivity and the realism of practice, thereby stimulating students' interest and participation.

Additionally, university PE teachers must have excellent communication and management skills, which are crucial for organizing courses and building teams. Effective communication by teachers can motivate students, while management skills help handle and coordinate student cooperation and conflicts. These abilities contribute to creating a positive and inclusive learning environment, promoting mutual understanding and respect among students, and significantly enhancing the educational impact of air volleyball and students' overall physical competencies. Through these efforts, teachers not only impart sports skills but also shape students' character and teamwork spirit, laying a solid foundation for their future social lives.<sup>[2]</sup>

## **3. Current Status of Professional Qualities and Capabilities of University PE Teachers in Air Volleyball Teaching**

### ***3.1 Investigation and Analysis of Current Teaching Status***

This study conducted extensive surveys and on-site interviews with several universities nationwide to comprehensively understand the current teaching status of air volleyball courses and the professional quality levels of teachers. The survey focused on teachers' teaching methods, course content arrangement, allocation of teaching resources, and teachers' perceptions of the educational value of air volleyball. Results show that although air volleyball, as an emerging sport, has been included in the PE curriculum of most universities, there are significant disparities in teaching quality and effectiveness. Some universities have established systematic teaching frameworks and complete training facilities, with teachers possessing not only high sports skills but also strong teaching abilities and strategic application.

However, some schools face issues such as limited resources and inadequate professional training, resulting in monotonous course content and outdated teaching methods, which directly affect the improvement of teaching quality. Although most teachers recognize the importance of air volleyball in promoting students' physical health and teamwork skills, effectively integrating limited teaching resources and enhancing course attractiveness and teaching effectiveness remain major challenges in current air volleyball teaching.<sup>[3]</sup>

### ***3.2 Main Challenges and Issues***

University PE teachers face multiple challenges in air volleyball teaching, primarily centered around limitations in resources and facilities, insufficient professional development and training, and outdated teaching methods and strategies. These issues collectively form major obstacles to improving teaching quality and student experience. Due to the lack of venues and specialized equipment, teachers are restricted in providing high-quality instruction. Additionally, delays in teachers' professional growth and updates in teaching methods further impact the effectiveness of teaching and student motivation. The following sections will discuss these challenges in detail to find corresponding solutions.

#### ***3.2.1 Limitations of Resources and Facilities***

In the current implementation of university PE education, air volleyball teaching faces significant limitations in resources and facilities, which are major obstacles to improving teaching quality and student experience. The lack of venue resources is a common issue. Most universities cannot provide

sufficient venues to support large-scale air volleyball teaching and practice simulations. The limitation of venues affects not only the regular training but also the organization of large-scale student competitions, directly limiting students' opportunities to apply skills and tactics in actual matches, thus affecting their deep understanding of sports techniques and teamwork.

Outdated teaching equipment and the lack of specialized training facilities are also significant issues encountered in teaching. Existing facilities often fail to meet the specific needs of air volleyball teaching, such as professional volleyball equipment and protective gear, which are basic requirements for safe instruction and key factors in enhancing teaching effectiveness. The lack of professional equipment not only reduces the professionalism of instruction but also limits the comprehensive development of students' skills.

The diversity of teaching content is also severely impacted by resource limitations. Due to the constraints of facilities and equipment, teachers often find it challenging to introduce new teaching methods and technologies, such as video analysis and simulation techniques, which could greatly enhance interactivity and student motivation. This situation not only restricts the innovation and richness of teaching content but also affects the diversity of teaching strategies and the maximization of teaching outcomes.<sup>[4]</sup>

### ***3.2.2 Insufficient Professional Development and Training for Teachers***

University PE teachers currently face significant insufficiencies in professional development and continuous training in the field of air volleyball, severely affecting teaching quality and teachers' professional growth. Teachers generally lack systematic professional development opportunities. In many universities, specialized training for air volleyball, a relatively new sport, is very limited, leading to outdated knowledge in technique transmission and tactical application. Without such systematic professional advancement paths, teachers find it difficult to fully grasp the latest teaching methods and scientific training techniques for air volleyball, thus limiting their teaching effectiveness.

Insufficient continuous professional training is another critical issue. Many teachers fail to regularly receive updated training in teaching methods and sports science, affecting the modernity and scientific nature of their teaching strategies and the maximization of student learning outcomes. The lack of continuously updated professional knowledge and skills means that teachers cannot effectively apply advanced teaching techniques and theories, further affecting the comprehensiveness and foresight of teaching content.

This lack of professional development, in turn, limits teachers' innovation capabilities in teaching practice. When teachers lack the necessary resources and support to update their knowledge and skills, their teaching methods may become outdated and inefficient. This reduces the attractiveness and effectiveness of teaching activities and hinders the development of students' interest in air volleyball and their skill improvement. Therefore, enhancing teachers' professional development and continuous training is key to improving the quality of air volleyball teaching and teachers' professional qualities.

### ***3.2.3 Outdated Teaching Methods and Strategies***

In the current university PE teaching environment, outdated teaching methods and strategies constitute a major challenge in air volleyball teaching. Despite air volleyball being a relatively new sport, many teachers still rely on traditional teaching methods, which often lack innovation and adaptability. For example, the teaching process often focuses excessively on explaining rules and repetitive training of basic skills, rather than adopting more dynamic and participatory teaching methods. These traditional methods may lead to a monotonous learning experience for students, making it difficult to spark their interest and enthusiasm for air volleyball.<sup>[5]</sup>

Current teaching content often neglects the cultivation of tactical understanding and teamwork. Most teaching activities concentrate on practicing technical moves while involving less on how to apply these skills in actual matches and how to communicate and collaborate effectively within a team. This focus on techniques rather than strategy and team interaction limits students' development in understanding deeper sports tactics and cultivating team spirit.

Outdated teaching methods and strategies not only affect students' learning motivation but also restrict their comprehensive development in sports skills and overall abilities. The lack of innovative teaching means and diversified teaching content limits students' learning experiences, thereby affecting their improvement in comprehensive physical fitness and teamwork skills. Therefore, updating and innovating teaching methods and strategies is a critical step in enhancing the quality of air volleyball teaching and students' learning outcomes.

#### **4. Paths for Enhancing Professional Qualities and Capabilities of University PE Teachers in Air Volleyball Teaching**

To comprehensively enhance the professional qualities and capabilities of university PE teachers in air volleyball teaching, it is necessary to improve teaching resources and facilities and achieve teacher capability enhancement through continuous education, training, and innovation in teaching methods. This includes improving infrastructure, optimizing the educational system, and modernizing teaching techniques to form a multi-faceted development strategy. These comprehensive measures ensure that teachers can provide high-quality educational experiences while increasing students' learning outcomes and interest in air volleyball. The following sections will detail specific measures, starting with the enhancement of teaching resources and facilities.<sup>[6]</sup>

##### ***4.1 Enhancing Teaching Resources and Facilities***

To effectively enhance the professional qualities and capabilities of university PE teachers in air volleyball teaching, it is essential to improve teaching resources and facilities. Higher education institutions should consider establishing or upgrading existing specialized sports facilities to meet the specific needs of air volleyball. For example, updating or expanding dedicated air volleyball courts to ensure professional standards and safety, allowing students to train and compete under optimal conditions.

Additionally, universities should equip high-quality sports equipment, including professional-grade volleyballs and compliant volleyball nets, as the quality of these equipment directly impacts performance and training outcomes. Using durable and high-performance equipment can provide students with a more professional training experience and reduce safety risks associated with poor-quality equipment.

Introducing modern auxiliary teaching tools is also crucial. Technologies such as high-speed cameras and video analysis software can significantly enhance teaching quality by helping teachers capture detailed movements of students in real-time, facilitating precise technical analysis and feedback. Teachers can use these analytical results to provide detailed guidance and specific improvement measures, thereby more effectively improving students' technical levels.

By enhancing these resources and facilities, not only can the student learning experience be improved, but the efficiency and quality of teaching can also be significantly increased. Teachers will be able to utilize high-quality teaching environments and tools, focusing more on innovative teaching content and student capability development, thus achieving higher professional standards in air volleyball teaching.

##### ***4.2 Improving Education Training and Development Mechanisms***

To effectively improve teaching quality, universities must strengthen the professional training and development of PE teachers. Establishing a systematic and continuous professional development mechanism is key. Universities should regularly organize specialized training courses in air volleyball teaching methods and modern sports science to ensure that teachers can keep abreast of the latest educational theories and technological advancements. This regular training not only updates teachers' knowledge systems but also helps improve their teaching skills and research abilities.

The training content should cover various aspects, including the latest theories in sports teaching, techniques for analyzing sports skills, and the application of psychology in sports teaching. Such comprehensive training can help teachers understand and enhance teaching effectiveness from multiple perspectives, enabling them to guide students more effectively and address various teaching challenges.

Additionally, universities should encourage teachers to participate in domestic and international sports education seminars and academic research projects. Engaging in these academic exchange activities allows teachers to access cutting-edge sports education information, broaden their horizons, and improve their academic research and practical teaching capabilities. Such opportunities for external exchange help teachers absorb new educational concepts and innovate teaching methods.

By integrating these measures, universities can create a multi-level, comprehensive professional growth system for teachers. Through continuous education training and active academic exchanges, the teaching quality and professional capabilities of teachers will be significantly enhanced, effectively promoting the improvement of air volleyball teaching and overall physical education levels.

### 4.3 Innovating Teaching Methods and Strategies

To effectively enhance teaching quality and adapt to modern educational needs, university PE teachers must continuously innovate teaching methods and strategies. Adopting a student-centered teaching philosophy is central to this process. Teachers should enhance student engagement and interest through diversified teaching models, such as practical activities, gamified learning, and group collaboration. This teaching approach encourages students to actively participate and understand and master air volleyball techniques and tactics through hands-on activities, leading to a deeper absorption of knowledge and skills.

In practice, teachers can organize simulated matches and skill challenge competitions, allowing students to learn in environments that mimic real matches. This not only helps students deepen their understanding of air volleyball techniques but also cultivates their tactical application skills and teamwork spirit in actual combat. Through this approach, students can identify and solve problems during real gameplay, effectively integrating knowledge and practice.

Moreover, teachers should actively utilize modern information technology, such as online learning platforms and interactive teaching software, to enhance classroom interactivity and teaching flexibility. These technological tools can help teachers manage learning content and student interaction more effectively and provide rich visual and auditory materials, increasing the interest and practicality of teaching. For example, video analysis software can visually demonstrate key points and common errors in technical movements, helping students understand and correct them more quickly.

By implementing these innovative teaching methods, teachers can effectively impart professional knowledge and significantly enhance students' comprehensive abilities and learning interests. This innovative teaching strategy is crucial for developing students' professional qualities and overall competencies, forming an indispensable part of modern sports education.

## 5. Conclusion

This study identifies the main challenges and deficiencies in the current state of professional qualities and capabilities of university PE teachers in air volleyball teaching through comprehensive surveys and analyses. It proposes corresponding enhancement strategies, indicating that systematic education, training, and innovative teaching methods can effectively improve teaching quality and professional capabilities. For further in-depth research, future explorations could focus on integrating information technology to enhance teaching interactivity and student engagement, as well as establishing more comprehensive teacher evaluation and incentive mechanisms to promote continuous improvement and development in the teaching of air volleyball and other sports programs.

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