



Basketball Teaching in Vocational Colleges under "Five Educations Simultaneously" Educational Strategy

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Abstract. This article reviews and summarizes the current issues in basketball teaching at vocational colleges. It proposes teaching strategies under the "Five Educations Simultaneously" concept by integrating moral education, intellectual development, physical education, aesthetic education, and labor education into basketball teaching.

Keywords: Five Educations Simultaneously; vocational colleges; basketball teaching

1 INTRODUCTION

The research of this article aims to enrich and improve the theory of physical education teaching under the concept of "five educations simultaneously", especially the theoretical system of basketball teaching in vocational colleges. By systematically studying the organic integration of basketball teaching with moral, intellectual, physical, aesthetic, and labor education, we aim to explore basketball teaching models that meet the educational needs of the new era.

2 PROBLEMS IN CURRENT BASKETBALL TEACHING IN VOCATIONAL COLLEGES

2.1 The Teaching Methods are Overly Simplistic, Making it Difficult to Implement the Concept of "Five Educations Simultaneously."

The main issue with current basketball teaching in vocational colleges is that the teaching approach is overly simplistic, still primarily focused on technical and tactical training, while neglecting the integration of moral, intellectual, aesthetic, and labor education. In a survey, over 40% of teachers reported that their teaching methods were centered on technical and tactical training, lacking diverse instructional activities. Although the concept of "Five Educations Simultaneously" has been mentioned and included in the curriculum, its implementation has been weak. Many teachers have not successfully integrated the educational goals of moral and intellectual educa-

tion into basketball instruction, leading to insufficient development of students' psychological resilience, teamwork abilities, and sense of responsibility. This singular approach not only fails to meet the needs for students' overall development but also hinders the improvement of their comprehensive qualities to some extent.^[1]

2.2 The Curriculum Design is Unreasonable, Lacking A Comprehensive Focus on Developing Students' Overall Qualities.

The issue of curriculum design is another significant problem in basketball teaching at vocational colleges. According to 45% of teachers, the current basketball course content is relatively narrow, primarily focusing on skill training while neglecting the development of students' overall qualities. The curriculum is overly skill-oriented, which means that although students improve their basketball techniques, their growth in areas such as moral, intellectual, aesthetic, and labor education is insufficient. Additionally, there are problems with the scheduling of course time. Many teachers report that the current schedule struggles to balance skill training with comprehensive quality development. The tight schedule and uneven content distribution result in a focus on competitive and tactical training, making it difficult to systematically implement the concept of integrating moral, intellectual, physical, aesthetic, and labor education. This inadequacy in curriculum design prevents students from achieving a well-rounded and balanced development in their basketball courses.

2.3 Single Evaluation System Fails to Fully Reflect Students' Comprehensive Qualities

The single evaluation methods used in basketball teaching are a significant factor limiting its effectiveness. In surveys, 50% of teachers reported that they primarily use match results and technical performance assessments to evaluate students, with process-oriented and multi-dimensional evaluations being less common.^[2] This narrow focus on technical skills and competitive outcomes neglects students' growth in psychological resilience, teamwork, and responsibility. Such an evaluation system fails to comprehensively reflect students' development in moral, intellectual, physical, aesthetic, and labor aspects, leading both teachers and students to prioritize short-term competition results over long-term holistic development goals. Moreover, while existing evaluation systems are practical, they are often overly simplified and do not account for individual differences and diverse developmental needs of students. This limitation in evaluation standards means that students' progress and potential in non-technical areas are not effectively recognized, further complicating the implementation of the five-dimension educational philosophy in basketball teaching.

3 BASKETBALL TEACHING IN HIGHER VOCATIONAL COLLEGES UNDER THE FIVE EDUCATIONS SIMULTANEOUSLY STRATEGY

3.1 Integrating Moral Education: Cultivating Responsibility and Teamwork

Moral education is a crucial component of the Five Educations Simultaneously strategy. In basketball teaching, its role is primarily reflected in cultivating students' sense of responsibility and teamwork spirit. Basketball is a sport that heavily relies on team collaboration. [3] Through team-based tasks and role-playing teaching methods, students can support and trust each other during training and matches, enhancing their sense of collective honor and responsibility. Additionally, teachers should integrate sports ethics education into their teaching, emphasizing fair competition, rule adherence, and respect for opponents, helping students establish correct values and behavior habits. Effective integration of moral education not only improves students' sports qualities but also strengthens their social responsibility and moral character.

In practical basketball teaching, teachers can design team-based tasks to enhance students' sense of responsibility and teamwork spirit. For example, during training, students can be divided into several small groups, each required to complete specific cooperative tasks, such as team passing and coordinated attacks etc. In these tasks, teachers can assign different roles to each student, such as team leader, strategist, or logistical supporter etc., allowing students to experience the diversity of teamwork roles. Simultaneously, in competitions, teachers can also emphasize moral education by explaining unfair behaviors and their consequences through case studies, helping students understand the importance of respecting rules and opponents. Through these methods, students not only improve their basketball skills but also learn how to take responsibility within a team, support each other, and develop a positive sense of collective honor. This integration of moral education can effectively help students manage interpersonal relationships and enhance their teamwork awareness in their future work and life. [4]

3.2 Integrating Intellectual Education: Enhancing Theoretical Knowledge and Strategic Application in Basketball

The core of intellectual education is to cultivate students' thinking abilities and understanding. In basketball teaching, integrating intellectual education involves not only teaching students the fundamental basketball techniques and tactics but also enhancing their theoretical knowledge and strategic application skills. Teachers should explain basketball rules, tactical concepts, and game strategies etc. to help students understand the principles and logic behind the sport. This enables students to not only execute tactics on the court but also grasp the essence and application of these tactics. Through various teaching methods such as game video analysis, tactical drills, and case studies, students can develop their observational skills, judgment, and decision-making abilities.

In practical teaching, teachers can use game footage to analyze tactical changes during matches, helping students understand the application of different tactics in real games. For example, teachers can play a classic NBA game, pause at key moments, and explain the choices of different defensive strategies and changes in offensive tactics. [5] Through the teacher's explanations and guidance, students can gain a deeper understanding of the strategic logic behind each tactic. Afterwards, teachers can set up simulated game scenarios, asking students to make corresponding tactical decisions based on the situation, further reinforcing their understanding and application skills. This method of combining theory with practice not only helps students enhance their basketball theoretical knowledge but also improves their on-the-spot adaptability and strategic thinking.

3.3 Integration of Physical Education: Enhancing Physical Fitness and Athletic Skills

The core of physical education is to enhance students' physical fitness and athletic skills. As an important part of physical education, basketball teaching should help students improve their physical condition and gradually enhance their basketball skills through scientifically designed training programs. The instruction should be tailored to students' physical fitness levels, incorporating basic technical training, specialized physical conditioning, and competitive practice to emphasize the correctness and practicality of movements. A scientific training program can effectively boost students' endurance, strength, speed, and agility, comprehensively improving their overall athletic ability and physical health. [6]

Teachers can develop appropriate training plans based on students' physical condition and basketball foundation. For students with weaker physical fitness, teachers can incorporate basic physical conditioning exercise such as endurance running, jumping exercises, and strength training to gradually improve their physical fitness. [7] Based on this foundation, teachers can improve students' fundamental skills such as passing, shooting, and dribbling etc. by integrating basic basketball techniques and tactics into the training. To further enhance students' athletic skills, teachers can organize competitive practices where students apply what they've learned in real game situations, which also helps improve their on-court adaptability. During these trainings teachers should also focus on the normalization of students' movement, ensure correctness and practicality of each technical action, thereby improving their overall basketball skills. This scientific training arrangement not only improves students' physical fitness and skills comprehensively but also fosters their awareness of self-exercise and continuous improvement.

3.4 Integration of Aesthetic Education: Cultivating Aesthetic Appreciation and Sports Interest

The integration of aesthetic education in basketball teaching involves stimulating students' interest in sports and enhancing their aesthetic abilities through basketball activities. The core of aesthetic education is to help students experience the beauty of

movement through their participation in sports and derive enjoyment from it. Teachers can design aesthetically pleasing training and competition activities to spark students' enthusiasm for sports and improve their aesthetic appreciation. Additionally, creating a well-designed sports environment also supports the implementation of aesthetic education. Teachers can beautify the sports facilities and foster a positive sports culture to further enhance students' interest in physical activities.^[8]

In practical teaching, teachers can stimulate students' interest and passion for basketball by organizing activities such as freestyle basketball performances or basketball art creation contests. For example, a creative basketball competition segment could be incorporated into the curriculum, where students are tasked with designing a unique offensive strategy or performing aesthetically pleasing freestyle basketball moves. Through these activities, students not only experience the joy of creativity in basketball but also enhance their understanding of the sport's aesthetic qualities. Additionally, teachers can focus on beautifying the sports environment to create a vibrant basketball court, such as through court murals, slogan designs, and other elements, fostering a positive and uplifting basketball culture, enable students to start training in an aesthetically pleasing environment. Teachers can also organize basketball photography contests to capture and highlight exciting moments from games, helping students appreciate the beauty of basketball from different perspectives. This integration of aesthetic education can both enhance students' aesthetic abilities and increase their interest and enthusiasm for basketball.

3.5 Integration Of Labor Education: Cultivating Practical Skills and Resilience.

Labor education is a crucial component of the Five Education Simultaneously model. In basketball teaching, labor education focuses on developing students' practical skills and resilience. By setting practical tasks and physical challenges, students' hands-on abilities and problem-solving skills are cultivated.^[9] Additionally, teachers can deliberately design physical challenges and tasks during training and competitions to help students develop perseverance, patience, and stress resistance when facing difficulties and setbacks. The goal of labor education is to help students understand the significance and value of labor through practical experience and to foster good work habits and a dedicated spirit through action.

4 CONCLUSIONS

In basketball teaching, teachers can cultivate students' practical skills by setting real-life operational tasks. For example, teachers can assign students rotating responsibilities for cleaning the basketball court and maintaining equipment during routine training, helping them appreciate the value of labor and the importance of teamwork. Additionally, teachers can introduce physical challenges, such as long-distance running and strength training etc., to push students to challenge their physical limits and build their perseverance and stress resilience. Through these tasks, students not only

enhance their practical abilities but also develop a spirit of overcoming challenges. Furthermore, teachers can also involve students in organizing basketball events, allowing them to experience planning, execution, and management firsthand, thereby developing their organizational skills and sense of responsibility. This integration of labor education effectively enhances students' practical abilities and resilience, helping them persist in the face of difficulties.

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