



澳門大學

UNIVERSIDADE DE MACAU

教育學院

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體育教學及運動碩士學位課程

Master's Degree Programmes of Physical Education and Sport Studies

理解式球類教學法對小學六年級學生排球學習效果之研究

**An Analysis of Teaching Volleyball in Primary 6 Students with Teaching
Game for Understanding**

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二零一一年九月十四日

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摘要

隨著社會發展，體育教學也因時代的不同而改變。在改革的過程中，新穎的教學法層出不窮。過往的文獻中顯示，澳門的體育教學受到內地體育發展的影響，傾向以傳統的教學模式單向地教授體育技能，缺乏師生的互動。但是近年澳門政府已積極推行不同的教學模式，例如：由活動中學習、啟發式的教學、小班制等等，都是期望學生在學習的過程中增加興趣。雖然這不是全為體育教學而設計，但體育教學隨著教學方法的更新而出現變化，不再以傳統觀念思考，「教師教，學生學」這種傳統的教學法則並不完全合用於現代的教育要求，體育教學的新趨勢是協助並給予學生機會，讓他們自己找尋答案，自己去嘗試，從不斷的體驗去找出問題的答案等。本研究比較了傳統教學法與理解式球類教學法對學習的影響，試以實習教學介入，為期約兩個月，以傳統教學法與理解式球類教學法分別實施於小六的排球教學上。同時亦採用問卷調查法、技能測試及教學觀察法進行數據蒐集。問卷結果顯示，在對照傳統式和理解式教學後，學生在認知發展上有明顯差異；在情意發展上共有二十題問題，其中有十二題分別是活動知識、溝通能力、批判性思考能力及解決問題能力，均顯示存有差異，而其餘的體育技能及運動相關價值及態度並沒有明顯差異；在技能測試上顯示沒有明顯差異；但在比賽表現上兩者則有明顯的差異。從以上的研究發現，兩種教學法對學生學習帶來不同的學習效果，理解式教學給予學生時間整理及理解問題，從不斷的嘗試中找出答案，這對他們在情意及運用技巧上都有一定的幫助。在本研究中，透過教學的提問、小組討論，使學生加強對排球的戰術運用。期望本研究的結果能為澳門的體育教學帶來新的參考。

關鍵字：傳統教學法、理解式教學法、學習效果、隔網性運動

Abstract

Nowadays, the Teaching Physical Education had experienced the change due to the development of our society. Although there were new teaching methods developed during the past years, documents indicated that the teaching of physical education in Macau remained a strong tradition in teaching the subject with traditional methods. Teacher-centered was the dominant method in teaching and students were asked to learn what had prepared by teachers. Recently, Macau government had made number of trials in experimenting different teaching methods such as learning through activities, holistic teaching, smaller class system, etc. All these methods were regarded as effective means in enhancing students' interests in learning. Although they were not designed for physical education, the innovative concepts should also be studied accordingly. The teacher-centered approach did not encourage students to learn the knowledge by themselves. They should be given chances to develop the knowledge through their own practice works. This research compared the Traditional Teaching method and Teaching Games for Understanding in teaching volleyball. The trial in teaching volleyball was about two months. Data were collected with questionnaire survey, practical test and class observation. Results indicated that students from two groups were different in cognitive understanding. Twenty questions were asked on their affective development; twelve questions asked the development of knowledge in activities, communication skills, critical thinking and problem solving abilities. Data indicated the differences between the groups in these twelve questions but not in others on skills and attitudes. The two groups did not exhibit differences in skill test but differences were found on competition. The results indicated different teaching effectiveness when methods were used in a different way. Teaching Games for Understanding enabled students to have more time to adjust and understand about the problems. This will

surely help them to enhance their affective and knowledge development. The results also indicated that though asking questions, group discussion enabled students to understand more about volleyball. Hope that this research can give new ideas on the teaching of physical education in Macau.

Key words : Traditional teaching, Teaching Games for Understanding (TGfU), Learning Achievement, Net Game

