Research on the Influence of Micro-course Teaching on College Badminton Teaching and Its Application Strategy

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Abstract. With the wide application of micro-courses in teaching, the impact of badminton micro-courses on badminton teaching has become more and more important, which has become the main driving force for modern students to improve their interest in learning and improve their teaching quality. Studying the influence of micro-courses on badminton teaching, and researching the badminton teaching mode of colleges and universities, although the badminton teaching method has improved, it still continues the traditional teaching concept, not only less progress in teaching ideas, but also lack of teaching methods. Innovative is not conducive to improving the efficiency of badminton teaching in sports colleges and specifically improving the teaching efficiency of badminton.

Introduction

In the era of rapid development and increasingly fierce competition in modern society, more and more people have the need to learn quickly. Various applications of "micro", such as WeChat, microfilm, Weibo, etc., appear in people's lives and even work. In the field of teaching, micro-curriculum and micro-curricular courses are booming, which may lead to changes in teaching methods and resource construction. In the 2015 government work report, the new ecological model of the Internet plus education industry has been upgraded to the national strategic level, which brings more development opportunities and challenges to the application-oriented undergraduate colleges that construct the modern vocational education system. The flourishing of micro-courses will make people have a greater impact on teaching methods and resource construction. From the current number of literature searches, it has been found that in recent years, more and more people in China have paid attention to, researched and even promoted the application and development of micro-courses. People began to realize the application value and great potential of micro-courses.

With the popularity of badminton, the badminton course has been welcomed by college students. As an applied undergraduate college badminton course, students are required to have technical movements and technical and tactical applications. Therefore, in the production of micro-classes, technology should be the main line, and technology and tactics should be combined with practice. In order to improve the quality of badminton teaching, this paper focuses on the impact of badminton micro-course on badminton teaching. At present, there are few such studies in colleges and universities, so it has important practical significance for the application and teaching of college badminton micro-courses.

The Role of Micro-courses in Badminton Teaching

Play the Complete Technical Action Understanding Basic Technology in the Micro-course

Badminton teaching is not only to enable students to hit the ball in the fight, but also to regulate their actions. The premise of standardizing the action is to enable students to fully understand the relevant basic technical actions, and the micro-course teaching can pass the micro-course. The outstanding athletes in the process of playing badminton show the movements to the students to watch, so that students have a clear and comprehensive understanding of badminton technology, and then through the video route, students can understand without a long time of practice. The rhythm of the shot and the method of hitting the ball.
Micro-courses to Play Details in Slow Motion to Explain the Details

The badminton sport emphasizes the speed of response and the flexibility of movement. Therefore, teachers can't let students see the teacher's standard movements when teaching. If the teacher's teaching slow-motion demonstration is generally not effective, it will waste time. The micro-course teaching will play the new technology once at a normal speed, and then play the slow-motion in the action that the students can't understand, so that the students can fully understand the essentials and strengthen their memory of the badminton technique. For example, when teaching a badminton basic serve, the teacher can search for a video of the serve teaching on the Internet. After playing the video twice, let the students experiment on their own. For the action that they still can't understand in practice, then watch the instructional video again. By combining practice with video viewing, students are able to master the essentials of serving more quickly.

Micro-courses Improve the Action through Video and Standard Video Comparison

After the students fully understand the essentials of the action, the teacher needs the students to do a lot of exercises in the process of practice, so that they can cultivate the feeling of playing badminton and the accurate judgment of catching the ball. These essentials need to be achieved through repeated exercises, so the teacher can record the students' practice movements during the practice of the students, let the students watch them, find their own deficiencies, and compare the standard actions. Making reasonable evaluations and solutions, and correcting them, not only improved the shortcomings, but also improved their learning ability. At the same time of video teaching, we also need to use pictures to improve the effectiveness of teaching. When teaching technical movements, teachers can use pictures to display more intuitively, combined with video teaching, using positive, side, back and other aspects. The show makes students aware of their deficiencies and finds their problems in time to correct them.

Micro-courses to Boring Theoretic Teaching is Full of Fullness and Fun

The traditional badminton textbooks are relatively simple in content, mainly in texts, less in video and CD-ROM teaching, boring theoretical knowledge, and boring classroom atmosphere. They cannot promote students' systematic understanding of the badminton sport, and the knowledge stays on the surface. Therefore, when re-selecting and compiling teaching materials, we should properly optimize some of the contents of traditional textbooks, retain only the key parts of the original textbooks, integrate relevant materials in teaching CDs or other books, and introduce advanced content such as advanced network technologies and computers. As a textbook rewriting material, the re-written badminton textbooks cannot be limited to the expression of words. The micro-course techniques such as images, music, animation, pictures, and videos should be introduced. Abandoning theoretical knowledge only comes from the concept of books, and we try to use different forms of resource channels. To improve the dull and boring badminton classroom teaching, and to build a platform for students to understand the badminton connotation while enriching the teaching knowledge. Combining the nature of badminton sports, students are shown various sports pictures in the classroom teaching, which fully demonstrates the action mechanism and fitness function of badminton sports, and strives to enrich the content of the micro-courses, the movements are in place, the knowledge is rigorous, and the students are presented with the latest, the most complete knowledge of badminton. In addition, badminton teachers should recommend professional badminton websites or books to students in a timely manner, encourage students to explore the mystery of badminton, and continue to learn, so that all students can not only know the relevant knowledge in time, but also capture the most according to their needs. Rich and most exciting learning resources ensure that students have a deeper love for badminton.
Application Strategy of Micro-teaching Teaching in College Badminton Teaching and Training

The most common application in micro-teaching is courseware teaching. Courseware teaching can summarize many teaching resources and form a set of ideas resources suitable for students' learning. It can not only list teaching priorities into micro-courses, but also facilitate students to grasp key knowledge. It is also possible to show some relevant extracurricular knowledge to the students, so that they can learn more knowledge and expand their horizons. Micro-teaching not only has the advantages of micro-courses, but also has many advantages such as convenient viewing, refined content, and difficulty in highlighting. Therefore, according to the characteristics of badminton teaching and the advantages of micro-course teaching, the existing teaching mode can be reformed and innovated in order to realize the effective application of micro-teaching in badminton teaching.

Change the Teaching Concept of Badminton

For the problems in education, the most fundamental reason lies in the teaching philosophy and teaching ideas. Under the long-term influence of traditional Chinese teaching thoughts, the inherent teaching methods have been deeply rooted in the hearts of the people. For teachers, the education they receive determines their teaching methods. Therefore, to change the existing teaching mode, we should start with improving educational thoughts. Actively carry out the propaganda work of teaching new ideas, carry out teaching and training lectures, schools can also organize learning teams, let teachers go out of the campus and even go abroad to visit other schools' teaching mode, and learn their advanced teaching methods, so that micro-teaching can be very Well integrated into the badminton teaching. The change of teaching concept is to reflect on the defects of traditional teaching, break the routine, innovate the teaching mode, and for the teaching effect, we can not only pursue the mastery of badminton technology, but also enhance the students' thinking and make their skills and ideas double progress. This is also the educational effect that today's society is pursuing. The change of badminton teaching concept has made schools and teachers pay more attention to advanced teaching ideas and teaching facilities, scientifically use micro-teaching facilities to improve students' comprehensive quality.

Change the Teaching Management Mode

For the teaching management mode of colleges and universities, the school over-pursuing the teaching results and carrying out the education and teaching with the attitude of accomplishing the task cannot fundamentally improve the teaching level; the school constantly puts pressure on the teachers, so that the teachers have no time to take into account the improvement of teaching efficiency; The traditional normative teaching management mode makes it impossible for teachers to innovate teaching methods; the special nature of badminton teaching makes it difficult to apply micro-teaching. In this regard, we must change the teaching management mode, carry out management reform from the leadership level of the school, set up a teaching reward mechanism, and add theoretical knowledge assessment and extracurricular knowledge in the assessment of students to promote teachers' teaching methods. The reform, if the leadership level can take the lead in promoting the application of micro-teaching in badminton teaching, then it can provide more impetus for the development of micro-teaching. Change the teaching management mode and use the micro-teaching to realize the integration of skills and theory in badminton teaching.

Improve the Micro-curricular Physical Education Facilities

Due to the outstanding characteristics of badminton teaching, it is impossible for students to learn badminton skills in a small classroom. Then we can use the projector to realize the simultaneous teaching of micro-courses in the stadium. Teachers should pay attention to details when teaching students' skills. The most important thing in the classroom is the students' enthusiasm for learning and the initiative of learning. If the knowledge in the classroom is taught by the teacher, it will not only increase the difficulty of teaching, but also the lack of intuitiveness in learning. The abstract action will defeat the students. Learning enthusiasm. Therefore, schools should pay attention to
perfecting the micro-curricular physical education facilities, so that students can also use micro-courses to learn in the stadium, which not only enriches the classroom content, improves the students' enthusiasm for learning, but also better enhances the effect of badminton teaching. To achieve this, the school needs to give strong support and provide students with good learning conditions as much as possible.

**Reforming the Content of Micro-teaching**

For the application of micro-courses in badminton teaching, we must distinguish them from other courseware contents such as language, mathematics, and English. We must effectively combine video, pictures, and words for the characteristics of badminton teaching. The action should be analyzed, and the normative action should be explained, so that students can also consolidate what they have learned from the actions in the video, and improve their skills by comparing the norms of their actions. In addition, theoretical knowledge is also extremely important. Students must understand the principles while mastering their skills. Only a deep understanding of theoretical knowledge can better grasp the action demonstration. Another advantage of the micro-course is the convenience of information. If we rely on textbook knowledge or teachers to teach, then the acquired knowledge is both shallow and scarce. Micro-teaching can greatly enrich the students' teaching content, not only Understand the new badminton learning ideas in China, and also gain foreign understanding of badminton education, which greatly expands the students' thinking.

**Conclusion**

The badminton micro-course course has a profound influence on badminton teaching. It not only combines the theory and practice of badminton teaching, but also integrates the two, showing the charm of badminton, making students faster when learning. Master the characteristics and laws of badminton. In modern education, the use of micro-courses is more and more extensive, and it is no exception in the badminton teaching in colleges and universities. This optimized combination has effectively solved the problems encountered by teachers in teaching and improved the quality of teaching. It fully embodies the idea of modern teaching and is of innovative significance.

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