

## **Research on the Application of flip classroom in Badminton optional course in Colleges and Universities**

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**Abstract:** Flipping classroom has become a hot spot in the reform of physical education teaching mode in colleges and universities. Taking badminton optional course in colleges and universities as an example, the feasibility and practical application of flipping classroom mode in badminton teaching are analyzed by means of literature, logical analysis and expert interview. The research shows that the teaching of badminton optional course in colleges and universities plays a great role in promoting the healthy development of college students by implementing the reverse classroom teaching mode in badminton teaching. With the rapid development of network technology, flip classroom is more and more widely used in school education. Flipping classroom teaching is an innovation to the traditional classroom teaching mode of badminton optional course in colleges and universities, which can not only show the author improves the classroom teaching efficiency and teaching quality of badminton optional course in colleges and universities, and can effectively promote students' self-study ability, inquiry ability and cooperative ability, and at the same time, it can also increase students' practice time in class, so as to achieve the purpose of improving teaching effect.

**Keywords:** reverse classroom; badminton; college physical education

Flipping classroom (Flipped Course) is a kind of teaching mode discussed by the educational circles recently. With the help of multimedia, flipped classroom requires students to first arrange their own time after class to self-study the teaching content by watching videos, and students complete their homework or practice under the guidance of teachers, or discuss a topic in 2007. Jona-than Bergmann and Aaron Sims (Aaron Sams), two American high school teachers, first experimented and promoted the teaching model. Flipping the classroom provides a new kind of teacher. It can not only increase the interaction between students and teachers, but also a new hybrid learning method. The reversal classroom is different from the traditional teaching. In the classroom teaching, the roles of teachers and students are interchangeable, and the classroom teaching and family learning are reversed. Before class, the teacher wants the teaching video to be watched and studied by the students, and completes the designated preview task; during the teaching period, the teacher gives the students the initiative in the teaching process, and the students study and discuss in groups. In the whole teaching process, the teacher is only responsible for guiding, answering questions and correcting errors. In the process of flipping classroom teaching, students master the rhythm of learning and the progress of learning. Students in the teaching process. In order to complete the learning task, students need to explore problems, analyze and solve problems, their own ability to explore, logic, expression and so on. There are also many learning tasks in the teaching process are accomplished by students' groups. When working in the group, everyone has to cooperate with each other in order to complete the task well, and the students' sense of teamwork and honor are cultivated in this

process. Compared with the traditional classroom teaching form, the reverse classroom realizes the change of the relationship between teachers and students, the transformation of learning style and the deep integration of educational and teaching reform, and transfers the initiative of teaching from teachers to students. The advantage of flipping the classroom is that it changes from "teaching first and then learning" to "learning first and then teaching", so that the teaching effect can be better presented.

### **1. Reverse the connotation of the classroom**

Flipping classroom (Flipped Course) is a kind of teaching mode discussed by the educational circles recently. With the help of multimedia, flipped classroom requires students to first arrange their own time after class to self-study the teaching content by watching videos, and students complete their homework or practice under the guidance of teachers, or discuss a topic in 2007. Jona-than Bergmann and Aaron Sims (Aaron Sams), two American high school teachers, first experimented and promoted the teaching model. Flipping the classroom provides a new kind of teacher. It can not only increase the interaction between students and teachers, but also a new hybrid learning method.

### **2. Characteristics of badminton**

Badminton course is based on physical exercise as the main means. Through reasonable badminton training, we can achieve the main goal of strengthening physique, improving health and improving physical literacy. It is a characteristic physical education curriculum, which determines a whole set of teaching contents on the basis of teaching reform, and enables students to master the method of self-exercise and form the habit of conscious exercise through learning. Badminton movements, transition and connection movements, difficult movements are clearly and clearly mastered, clean and clean, in the process of learning to improve the coordination of the human body, explosive power, endurance and perseverance. Sports bags embodied in badminton practice. Including the beauty of speed and the dynamic beauty of action, a large number of emergency stops, take-off posture and jump killing and other changes in technology, constitute the dynamic beauty of mobility.

### **3. Feasibility Analysis of turning classroom in Badminton Teaching in Colleges and Universities**

In the traditional badminton teaching in colleges and universities, teachers should not only explain the concept, essentials and methods of basic technical movements of badminton, but also demonstrate the technical movements in the limited classroom time, so that the explanation and demonstration take up most of the classroom time, and the practice time of middle school students in the classroom is not enough. In particular, badminton and other technical physical education courses, it needs students to practice more independently and strengthen the basic movements and basic skills. Badminton movements are manifested in the pace, hand skills, torso control and body posture and other basic movements in place and accuracy. However, in the classroom teaching time of more than ten weeks, teachers and students complete a group of action teaching and learning in the weekly classroom teaching, and the teaching effect is difficult to be guaranteed. Technical training is a very important aspect of badminton teaching, which determines the completion quality of badminton movements. Badminton correct power and standard pace, these are the key to reflect badminton technology. These basic

technical exercises and steps take a lot of time to practice, and in the reverse classroom teaching mode, students can use the network platform to carry out self-study and practice. In the classroom, teachers give the corresponding correction and guidance, so as to train students to be good. The right power and the right pace. Therefore, the implementation process of flipping classroom teaching mode is consistent with the acquisition process of badminton sports skills, and the purpose and effect of badminton teaching in colleges and universities can also be better realized.

#### **4. Practical Application of reversal classroom in Badminton Teaching in Colleges and Universities**

##### **4.1 Pre-class preparation**

Before the beginning of badminton technical teaching activities, teachers need to make teaching video according to the requirements of badminton syllabus. The teaching video is controlled at about 10 minutes for 15 minutes, so that students can concentrate on watching. In the process of recording teaching video, teachers should pay attention to arousing students' interest in learning, and design learning tasks and requirements according to students' learning ability, combined with mirror demonstration. The application of back demonstration and side demonstration can improve students' autonomous learning ability. At the same time, the teacher should also guide the students to carry out the basic movements of badminton before class. Practice of this technique, such as finger movement, leg startup technology and so on. By watching the teaching video practice repeatedly, you can ask students and teachers questions online, or consult the teacher in class. Then, the teacher is divided into groups according to the number of students in the classroom (4 times 6 people), set up the team leader, and make clear the authority and responsibility of the team leader. Finally, teachers use the existing teaching video resources to publish the teaching content of the course. At present, teachers can establish We Chat learning group or QQ learning group, all students in the class join the group, teachers publish teaching videos and learning tasks and requirements before each class. With Exchange and feedback between students and teachers and students.

##### **4.2 Classroom teaching**

In classroom teaching, first of all, each study group questions according to the problems that appear in watching the teaching video and previewing before class. If the discussion is carried out within the group, the problem is analyzed and solved, and if an agreement cannot be reached after the discussion, the teacher teaches and demonstrates the group. According to the learning situation and feedback problems mastered by the students before class, the teachers carry out the teaching practice activities, including reviewing the pre-class teaching video, the basic movements of badminton, basic techniques, basic footwork exercises, group cooperative learning, group display and so on. First of all, teachers can test students' pre-class learning by asking questions. The situation leads to the teaching focus and difficulties of each class, and then explains and demonstrates the teaching video. During the period, the teacher can guide the member of the group on a one-to-one basis. Then, according to the curriculum content and the students' self-study situation, the teachers design some tasks other than the teaching contents, such as "try to find out the differences in singles skills between Chinese high-level badminton players and Japanese high-level badminton players", and ask the members of the group to carry out inquiry learning in order to further improve their cooperative ability and inquiry ability. Finally, the teacher

asked the groups to report on the learning results and report on the results. The outstanding group praised and encouraged the group leader to share his learning experience.

#### **4.3 After-class feedback and evaluation**

After badminton classroom teaching, students carry out extracurricular autonomous learning and training according to the badminton teaching videos published by teachers in We Chat learning group or QQ learning group. During this period, teachers can actively communicate and interact with students in We Chat and qq learning groups in order to guide, supervise and evaluate the effect of extracurricular learning and training. The leaders of each group should regularly organize the members of the group to concentrate in one place (such as communicating within a special We Chat group or QQ group, or meeting directly after class) to discuss the teaching video assigned by the teacher in order to further improve the learning effect.

### **5. Key points of Application of flip classroom in Badminton optional course Teaching in Colleges and Universities**

#### **5.1 Flip the classroom and change the teaching order of badminton elective courses in colleges and universities.**

In the traditional badminton optional course classroom teaching process, teachers often cannot complete according to the teaching task because some students do not master a single badminton technical action and re-explain and demonstrate the action. Although the different performance of middle school students in the process of badminton learning will make teachers tired, but many college badminton teachers have become used to this teaching form. However, turnover classroom teaching requires badminton teachers to give the initiative of teaching to students, let students explore practice methods, explore problems, analyze and solve problems, that is, badminton teachers cannot interfere with students' learning activities too much. This kind of teaching Form is the transformation of badminton teacher and student status. If badminton teacher cannot treat flip classroom scientifically, it is bound to be unable to carry out flip classroom teaching normally. In this regard, badminton teachers themselves should constantly enrich and flip the classroom knowledge reserve through the network, books, newspapers, radio and other media, and constantly improve the ability of flipping classroom teaching. In order to ensure the scientific nature of badminton teachers flipping classroom teaching and improve the enthusiasm of teachers turning over classroom teaching, colleges and universities should regularly evaluate their flipping classroom teaching activities and give volleyball teachers material or spiritual rewards with high teaching quality.

#### **5.2 Set up a good team for students in flip course teaching, and ask students to study and discuss independently in groups.**

In the badminton teaching process, the teacher gives the team a learning task, then wants the group member to carry on the cooperation and the coordination to carry on the analysis, the discussion, the practice, finds how to master this technique better the best plan. Flipping classroom teaching emphasizes that students find problems and then solve problems in the course of practice, which coincides with the characteristics of badminton itself. In badminton, every athlete constantly discovers the deficiency of his own skill in training and competition, and then improves and improves, so as to improve his combat effectiveness. It is also a

collaborative process for students to analyze and solve problems in groups. Cheng, through cooperation, each member can more clearly understand their own advantages and disadvantages, can further understand the flash points of other students, learn from each other's strengths and make up for their weaknesses, which is of great help to their badminton theory knowledge learning and sports practice. In view of this, badminton teachers should let students study in groups in reverse classroom teaching. In the specific teaching, teachers can configure a We Chat group or qq group for each learning group. Through the learning and sharing of technology and theory, the group members will naturally gather together and form the habit of teamwork.

**5.3 Only in this way can we ensure the high efficiency, high effect and high benefit of teaching by paying attention to mobilizing students' ability to think in the process of flipping course teaching.**

Badminton sports techniques and tactics are diverse, every technical action and every kind of tactics need students to study and think carefully. Take the technical action learning of high distance ball as an example, it has the forehand high far ball, the head top high far ball movement method has the very big difference. Teachers should ask students to think about "why this difference occurs", "what is the application principle of these action methods" and so on. For example, in the teaching of sealing action in front of the net, the hitting point has a great influence on the quality of the sealing net. The teacher should ask the students to think about "what determines the batting point", "under what circumstances, the batting point should be closer to the front when sealing the net", and "what is the situation?" Under the circumstances, the batting point can be properly lowered "and so on." In the reverse classroom teaching, badminton teachers should arrange the curriculum content according to the badminton teaching progress, and mobilize the students' thinking power through the guidance of classroom questioning. In teaching, if badminton teachers find it difficult for students to solve some problems for a long time, they have to adjust the teaching content and speed dynamically, but the teaching progress is still carried out according to the plan.

**5.4 Teachers give students the initiative in the course of reversal teaching, so that students should study in a purposeful, planned and step-by-step manner, so that students can better control their own learning progress and learning effect.**

The problem that is easy to expose in flipping courses is that some students who are not self-control and unable to concentrate are prone to problems in their studies. However, the body and mind of college students have developed and matured, and most of them have strong attention and self-control, and can learn autonomously according to the arrangement of teachers. But there are also some problems that are not done seriously because of poor attention and self-control. Therefore, in the teaching process of flipping courses, in order to enable all students to learn independently efficiently, teachers should arrange, complete the study and training tasks on time, according to quality and quantity, and badminton teachers should follow suit. Design learning tasks from a different perspective, not learning problems. For example, when teaching backcourt equipment for badminton tactics, teachers can not only learn to explore the advantages and disadvantages of backcourt technology, but let students practice on the field within a specified time and draw with paper strokes or use the relevant software of electronic equipment to depict the techniques of singles pressing the backcourt. Or let the team members within the specified time to write or practice in the field how athletes should use badminton high distance ball, high ball, pick ball and other technical combination. In this way, it makes the

learning task-driven teaching product reading, search research, Interactive feedback, teaching diagnosis and subsidy learning can effectively enhance the quality of badminton teaching.

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