

Research on the Application of Micro Courses in Tennis Teaching

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Abstract: With the popularization of smart phones, the application of QQ and WeChat software has made it possible for people to better communicate in close quarters, watch and even imitate, learn technology and skills, providing technical support and development impetus for our modern teaching, making it possible for us to explore educational activities using this new technology, and making it possible to apply the normal state of micro classes to educational and teaching technology. In the context of the construction of educational informatization, modern teaching models represented by information technology have been widely used in the field of teaching, becoming an important means to improve teaching effectiveness, and the micro-class teaching model is one of them. Tennis is an important component of college physical education, but due to many problems such as class time constraints and insufficient interaction between teachers and students, the teaching effect is not ideal. This article analyzes the application value of micro-class in college tennis teaching, and studies the application points of micro-class in college tennis teaching from the production and implementation levels of micro-class.

1. Introduction

Micro course is a relatively new and popular teaching method currently supported by a network platform, which presents the main content or relevant fragments of classroom teaching to students in the form of videos, in order to improve students' sensory awareness of learning content, thereby generating optimal internalization and integration. Micro courses have the important characteristics of concise and brief content, which is most conducive to conducting specific guidance, enlightenment, or enhanced teaching activities during the teaching process. Tennis is a newly opened physical education course in ordinary colleges and universities. It is deeply loved by many universities for its unique fashion, fitness, viewing, and entertainment, and has become one of the current popular physical education courses in ordinary colleges and universities. However, due to the constraints of traditional teaching concepts, the form of tennis teaching in ordinary colleges and universities is single, and the teaching methods used highlight the drawbacks of stylization and compulsion. As a result, most students can only engage in a single and boring imitation practice in the process of tennis learning, and their autonomous awareness and self needs are difficult to fully meet. Over time, it will cause a significant decrease in students' interest in tennis learning. In view of this, this article intends to analyze the necessity of applying micro-class to tennis teaching in ordinary colleges and universities by elaborating the application value of micro-class in tennis teaching in ordinary colleges and universities. This has important practical significance for maintaining students' interest in tennis learning and improving the effectiveness of tennis learning.

2. The Application Value of Micro Class in Tennis Teaching in Colleges and Universities

Micro class is not only a teaching resource, but also a new teaching method. Guided and standardized by cognitive rules, information technology is used to decompose teaching content and impart key teaching content, or key teaching links, or a part of the teaching content to students in the form of "fragments.". The technical structure of tennis is relatively complex. During the learning process, students often make mistakes or fail to do well. On the one hand, it is due to the limited quality of students in ordinary colleges and universities, and on the other hand, it is due to

the too single teaching form to provide detailed explanations to students. The use of micro classes can achieve the decomposition and display of tennis technical movements, facilitating students' grasp of the technical structure and movement essentials. This has important practical value for improving students' tennis skills and promoting the healthy development of tennis teaching in ordinary universities.

In order to attempt to introduce micro lessons into college tennis teaching and achieve effective application of micro lessons in college tennis teaching, it is first necessary to clarify the application value of micro lessons in college tennis teaching. According to the concept and characteristics of micro courses and the actual situation of tennis teaching in universities, the application value of micro courses in tennis teaching in universities can be summarized in the following aspects.

2.1 The application of micro classes in tennis teaching in universities can help stimulate students' interest in tennis learning

The application of micro classes in college tennis teaching has changed the traditional teaching mode and fixed teaching process commonly used in college tennis teaching in the past, leaving students more space and opportunities for autonomy. For example, after introducing micro classes into tennis teaching in universities, students can use microclasses to carry out tennis learning activities anytime and anywhere. Regardless of the learning time, learning location, or learning progress, they can flexibly and independently arrange according to their actual situation. This situation can more fully play the main role of students in tennis learning, allowing students to accumulate a better tennis learning experience, which is greatly beneficial for stimulating and cultivating students' interest in tennis learning.

2.2 The application of micro class in tennis teaching in colleges and universities helps to improve teaching efficiency

The application of micro classes in tennis teaching in universities can effectively improve teaching efficiency. This is mainly because:

(1) Students can flexibly and independently arrange tennis learning activities in extracurricular time through micro classes, achieving an effective extension of tennis teaching from within class to outside class. In particular, pre class learning can, on the one hand, enable students to understand and familiarize themselves with the basic knowledge and skills in teaching in advance, saving classroom teaching time; On the other hand, through pre class learning, students can actively participate in teaching discussions with questions, deepening their understanding of relevant knowledge, and promoting their mastery of relevant skills.

(2) In classroom teaching, combining micro classes with teacher explanations and technical guidance can provide a more intuitive and vivid presentation of teaching content, help students understand and master relevant action essentials in a short time, and effectively improve teaching effectiveness.

(3) Micro classes are not only limited to short teaching videos recorded by teachers themselves, but also can be other excellent short teaching videos obtained through the network or other means, such as videos of famous teachers and relevant videos of outstanding athletes. The application of these excellent teaching resources in teaching has greatly enriched the content system of college tennis teaching and can effectively promote the improvement of college tennis teaching efficiency.

2.3 The application of micro classes in college tennis teaching can help promote the professional growth of college tennis teachers

To achieve the effective application of micro classes in tennis teaching in colleges and universities, teachers should not only update their teaching concepts and break through the accustomed teaching model framework, but also have a certain degree of information based teaching design capabilities, information based teaching resource development capabilities, and so on. In order to meet the above requirements, teachers must actively and actively carry out self learning and self improvement, which obviously contributes greatly to the professional development and teaching ability of teachers.

3. The Optimal Path of Developing Intelligent Physical Education in Colleges and Universities

According to the above analysis, the application of micro lessons in college tennis teaching has important value in many aspects. How can we ensure the scientific and effective application of micro lessons in college tennis teaching? In response to this issue, the author combined his own educational and teaching experience to analyze the key issues that should be paid attention to when applying micro classes in college tennis teaching, including the following aspects.

3.1 Problems at the production level of micro courses

To ensure the effective application of micro lessons in college tennis teaching, the scientific production of micro lessons is both a prerequisite and a key. In the process of micro-class production, there are two key issues involved:

(1) The production of micro-class must always conform to the characteristics of micro-class. For example, concise and concise content is an important feature of micro classes, which is why the duration of micro classes is usually controlled between 5 and 10 minutes. If this point is ignored in the production process of micro classes and the process of classroom teaching is directly recorded, this is no longer a micro class, but a video version of classroom teaching, which does not have the value and effectiveness of micro classes; Another example is that a clear theme and clear goals are important characteristics of micro courses. Therefore, in the process of micro lesson production, attention should be paid to dividing different teaching content into small knowledge points according to the characteristics of tennis teaching, and making corresponding micro lesson videos. If you attempt to make a micro class inclusive, it also violates the standards and requirements of micro class production.

(2) The production of micro lessons should always conform to the characteristics and laws of tennis teaching. In tennis teaching, students should learn a series of knowledge and technical actions from the initial contact with the air swing, such as hitting the ball against the wall, holding the baseline, serving, and learning the volley in front of the net. Therefore, the production of micro classes should also follow the learning routes of students and the learning rules of tennis, and create corresponding and personalized teaching videos. Otherwise, there will inevitably be a gap between the teaching content and micro classes, affecting the full play of the application value of micro classes. Therefore, the collection and production of micro lesson videos must adhere to the principles of comprehensiveness and practicality. It should not only cover all aspects of tennis teaching, but also have specific guidance functions. This requires tennis teachers to strengthen their ability to collect and produce micro lesson videos, and improve the practicality and comprehensiveness of micro lesson videos based on effectively grasping students' learning needs.

3.2 Implementation level issues

When using micro classes in tennis teaching in universities, there are also two issues at the implementation level: how to guide students to actively and actively learn by themselves in extracurricular time and cultivate good learning habits; How to achieve effective interaction between teachers and students, as well as between students and students in the application process of micro courses. Although college students generally have the ability to learn by themselves, it is undeniable that some students rarely engage in active and active learning outside the classroom due to lack of self-control or lack of good learning habits. Although some students use micro classes to learn outside the classroom, they rarely provide feedback and communicate with teachers and other students, making it difficult for teachers to understand their learning situation. The above situation will inevitably affect the application effect of micro classes in college tennis teaching. In order to solve this problem, when applying micro classes to tennis teaching in universities, teachers can urge students to learn independently through online tracking, online test feedback, online question answering, and other methods, and interact with students at any time to master their learning situation. In addition, it is also possible to inspire and guide students to engage in interactive discussions by setting questions in micro lesson videos to ensure the effectiveness of micro lesson applications.

When implementing teaching evaluation, teachers should not only focus on the results but also ignore the process. In the long run, they should adhere to the principle of combining results based evaluation with process based evaluation. They should not only look at the final performance of students, but also evaluate their specific performance in tennis training or competition, such as participation, collaboration with teammates, and progress, in order to improve the scientific and systematic nature of the evaluation. In addition to diversifying the evaluation indicators, teachers also need to diversify the evaluation subjects. Specifically, in addition to the implementation of evaluation by teachers, other participants need to be involved in the evaluation. For example, let students make self-evaluation or mutual evaluation, and upload their tennis training or game videos to Tiktok, Weibo, WeChat official account and other platforms to accept the evaluation of parents and the public. To some extent, the more subjects involved in the evaluation, the more objective and comprehensive the evaluation content is. This helps students discover and make up for their shortcomings in tennis in a timely manner, thereby achieving better performance.

Break the shackles of traditional teaching models and design open classroom teaching procedures. For a long time, due to the influence of exam oriented education ideas, tennis teaching in ordinary colleges and universities has adopted a fixed teaching mode, that is, fixed teaching content, fixed teaching forms, fixed teaching methods, and fixed teaching atmosphere. In this fixed teaching model, students' learning behavior is also fixed. Therefore, the tennis skills mastered by students are also a solidified content, while the deeper learning needs of students or the cultivation of higher tennis sports skills cannot be met and realized. Therefore, in order to ensure the promotion and application of the new teaching form of "micro class" in tennis teaching in ordinary universities, it is necessary to break the shackles of traditional teaching models. This requires a thorough change in teaching concepts, the elimination of the perniciousness of exam oriented education ideas, and the creation of favorable conditions for the development of "micro class" teaching through the design of open teaching procedures under the guidance of the "people-oriented" education concept.

4. Conclusion

The application of micro classes in college tennis teaching has changed the problems of single teaching methods and solidified teaching processes in the past, making it easier to stimulate students' interest in tennis learning, and also contributing to the improvement of tennis teaching efficiency and the professional growth of tennis teachers. Therefore, college tennis teaching workers should actively carry out research and practice on the application of micro-class in college tennis teaching, constantly explore the application strategies and methods of micro-class in college tennis teaching, and accumulate beneficial experience in the application of micro-class in college tennis teaching.

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