

Research on the Application of Flipped Classroom App in College Badminton Teaching

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Abstract: flipped classroom has gradually developed from the cognitive stage to the practical stage in china. More and more colleges and universities use flipped classroom as a new teaching mode to carry out classroom teaching in the process of developing subject teaching, and generally achieve relatively ideal application results. Based on this, this paper analyses the factors that affect the application of flipped classroom in badminton teaching, the application of flipped classroom app in college badminton teaching, and the application of flipped classroom app in college badminton teaching.

1. Introduction

As a relatively new teaching mode, flipped classroom has been rapidly promoted in the school education system. Badminton course in colleges is based on the teaching and training of badminton technology and physical exercises, which has an important impact on improving students' badminton sports skills and overall physical quality. On the one hand, badminton curriculum content should not only pay attention to practice, but also pay attention to the theoretical level, so there are higher requirements for teaching methods and models. On the other hand, with the popularity of mobile internet, more and more students use sports app to guide training, so as to improve their badminton technology level. The flipped classroom teaching mode is conducive to students' choice of the most suitable way to learn, as well as the interaction between teachers and students. Therefore, the combination of badminton teaching and flipped classroom app is of great practical significance to improve the comprehensive ability of college students, and their enthusiasm for participating in physical exercises as well as their comprehensive quality.

2. Factors Influencing the Application of Flipped Classroom in Badminton Teaching

Because flipped classroom originated in foreign countries and its development is more than 10 years, so its teaching theory and related concepts are still mature and perfect. Compared with the traditional teaching, flipped classroom is applied to badminton teaching in a variety of factors, mainly in three aspects as shown in Figure 1 below.

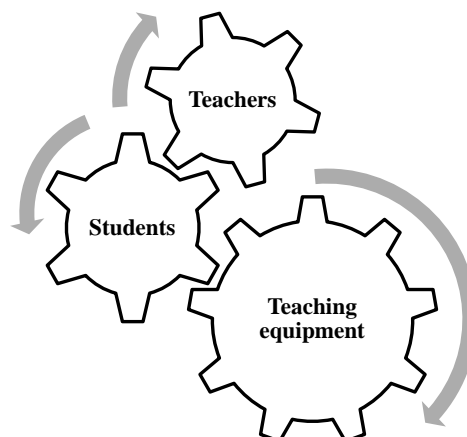


Figure1. Main Factors Influencing the Application of Flipped Classroom in Badminton Teaching

2.1 Teacher Factors

As the main body of teaching, teachers have a significant voice in the choice of teaching methods. However, influenced by the traditional educational ideas, some teachers do not recognize the way of students' autonomous learning, which makes the advantage of flipped classroom difficult to play. In badminton teaching, teachers are more inclined to the traditional teaching method, which is contrary to the teaching concept of flipped classroom. In addition, many teachers are not familiar with the teaching theory and concept of flipped classroom, which makes the application of flipped classroom in badminton teaching difficult to popularize and promote.

2.2 Student Factors

In order to transmit knowledge effectively, making learning plans, arranging classroom contents and choosing teaching methods are all aimed at improving students' learning efficiency. Under the long-term influence of traditional ideological education, whether students can adapt to the flipped classroom is the focus of badminton teaching. In the badminton teaching based on flipped classroom, teachers only play a guiding role, but because of the influence of passive knowledge transmission for a long time, many students lack the ability of independent learning and do not form the habit of independent learning, so we need to study how to ensure the learning effect of flipped classroom.

2.3 Teaching Equipment Factors

With the rapid development of information technology and mobile Internet, it effectively guarantees the promotion and application of information-based and multimedia flipped classroom teaching method in the education system. As a kind of comprehensive teaching method which integrates audio, video, pictures and other data information, flipped classroom teaching method can make the information in the classroom more efficient, so as to effectively improve the efficiency of teaching transformation. However, in some areas with relatively backward economic development in China, the economic level is relatively low, which cannot effectively guarantee the operation of flipped classroom, and many universities' Multimedia construction still needs to be improved. Therefore, in the information age, the application of flipped classroom app in badminton teaching is worth further study.

3. The Application of Flipped Classroom App in Badminton Teaching

3.1 Main Features of Sports Flipped Classroom App

First of all, sports app flipped classroom can help students accurately understand their own situation and improve their learning quality. Based on the platform of app, teachers can guide students to learn badminton before class through video. Secondly, APP flipped classroom can effectively supervise students' exercise behavior, so as to ensure their participation initiative. Thirdly, APP flipped classroom helps students to make scientific and reasonable training plans for badminton training based on their own situation. In a word, APP flipped classroom effectively expands badminton training course from in class to out of class, promotes good interaction between teachers and students in and out of class, and its data analysis and recording function is conducive to help students form the habit of physical exercise, and ultimately improve the overall teaching quality of the classroom.

3.2 The Specific Effect of Sports Flipped Classroom App

Sports App based flipped classroom teaching mode can effectively improve students' badminton level, which mainly reflected in the following figure 2.

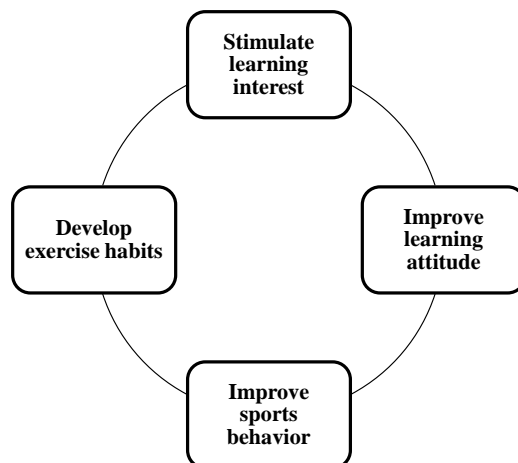


Fig.2 Effective of Sports App Based Flipped Classroom Teaching Mode

Sports App stimulates students' interest in participating in sports and their interest in sports exercise, and improves students' attitude towards badminton learning. Compared with the traditional physical education, sports App based flipped classroom can improve the attitude of badminton training and sports behavior of college students more effectively. In addition, the application of these apps has a significant effect on the improvement of college students' sports behavior, and promotes the cultivation of good sports habits of college students.

3.3 Problems to Be Solved in Sports Flipped Classroom App

When the sports app flipped classroom is applied to teaching activities, scientific sports exercise plans should be set up according to the specific situation, so as to improve students' badminton training level. In addition, at the level of teachers, it is necessary to set up a scientific and reasonable teaching plan for badminton training course based on the analysis of relevant data in app; at the level of students, it is necessary to do a good job in the efficient implementation of APP flipped classroom and consciously upload learning data. In a word, sports app flipped classroom needs constant innovation to better guide students in badminton training.

4. Key Points to Apply Flipped Classroom App in Colleges Badminton Teaching

4.1 Guide Students to Use Pre Class Learning Materials Correctly

When colleges use flipped classroom app to carry out badminton teaching, they need to provide students with learning materials before class so that students can learn by themselves. The pre class materials that teachers can provide to students on the sports app platform include multimedia courseware or learning video, so that students can understand the content of classroom teaching in advance. In addition, because badminton teaching is a very practical activity, students cannot understand the essentials of badminton technology only by learning on the app platform before class, but also through repeated practice. Therefore, when using flipped classroom app to organize badminton teaching, colleges should correctly view the role of learning materials before class, actively guide, and guide students' training and learning in the form of practice.

4.2 Flexible and Reasonable Application of Flipped Classroom App

When colleges use flipped classroom app to organize badminton teaching, the application mode of flipped classroom app should not be unchangeable, but should be carried out flexibly according to the actual situation. For the more complex technical actions in badminton teaching in colleges, because it is not suitable for students to learn by themselves before class, when using flipped classroom app to organize badminton teaching in colleges, teachers should not put this part of content on the flipped classroom app platform to avoid the sports damage caused by students' nonstandard actions. In addition, not all the teaching content needs to be put in the flipped classroom app, but only the part suitable for students' self-study needs to be uploaded.

5. Conclusions

The teaching mode based on flipped classroom app is based on information technology, focusing on the flipping of teaching and learning in the course of teaching, and the specific form is the flipping of extracurricular self-study and classroom teaching, which not only greatly improves the main position of students in the course of learning. The sports app flipped classroom teaching mode can significantly improve the teaching effect of badminton. The introduction of sports app flipped classroom teaching practice in badminton teaching and training is an innovative challenge and attempt. It is a new method for students and teachers compared with traditional teaching, which can solve the single teaching method. The application of sports app flipped classroom in badminton teaching in colleges is helpful to enrich badminton teaching methods, improve students' interest in learning and teaching quality, and provide new ideas for the reform of badminton curriculum in colleges.

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