**Discussion on the Auxiliary Role of Micro-course in Badminton Teaching in Colleges and Universities**

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**Abstract.** As a new teaching method, micro-course is very different from the traditional teaching method. It can be taught across space and can be studied repeatedly. Its "short, small, refined and tough" characteristics are generally welcomed in the teaching process. As a kind of adversative sport with strict requirements on physical ability, skills and intelligence, badminton requires a relatively high standard of technical actions. The use of micro courses in badminton teaching in colleges and universities can enable students to better participate in learning and sports and improve the teaching effect.

With the continuous development of science and technology, the society has entered the information age, the teaching mode of teachers has become different, and the classroom has undergone earth-shaking changes. Teachers can use rich video files, interesting pictures, vivid audio, unique ways and so on to improve students' interest in learning the teaching content. As a new teaching method, micro-course has been widely concerned by teachers and students, and scholars have conducted a lot of research on it, but most of the research is focused on the teaching of theoretical courses. Can micro-course teaching be applied to physical education teaching? This paper will discuss the auxiliary role of micro-course in badminton teaching in colleges and universities.

**Analysis of Characteristics of Badminton Teaching in Colleges and Universities**

The biggest characteristic of badminton is its strong technique and changeable technique. Generally speaking, the introduction of badminton is relatively easy, but it is difficult to become a really skilled badminton player. Therefore, the teaching content of badminton in colleges and universities generally takes basic technology as the core content of teaching. In ordinary colleges and universities, badminton teaching time is limited, so we should coordinate the teaching time and teaching content. Under normal circumstances, badminton teaching should properly choose and reject the skills that are difficult to master in serving, high ball, hitting and other sports. At the same time, teachers should pay more attention to the students' forehand and backhand long shot, kill the ball and serve and other basic skills, on the basis of basic skills to master the basis of teaching the skills of playing, ball and other relatively difficult movements, and carry out relatively simple games, increase classroom content.

College badminton teaching time is limited, but the content is various, the two cannot be coordinated, cannot achieve a comprehensive grasp of badminton technology. Students have weak ball sense and racket sense of badminton, so it is difficult to learn badminton.

**Micro Class Features**

**Short Teaching Time**

Usually, micro teaching video time will be set at 5 to 8 minutes, due to the small class teaching video time is shorter, can ensure that students in the process of learning to concentrate effectively, it is because of this characteristic, the teacher in class on video for the process of production, will focus on and key problems for some doubtful point, difficult point set, greatly improved the teaching pertinence.
Timely Feedback

With less micro class content, time is short, can be spread through various channels to effectively, the teacher can through QQ or micro letter group to establish a teaching platform, to spread of small class, the students complete the micro learning after class, you can also use these channels for communication and discussion, and will own doubt ask teachers, in this case, the teacher can timely access to students' learning status feedback, make the micro teaching mode and method is a effective improvement.

Analysis of the Auxiliary Role of Micro Courses in Badminton Teaching in Colleges and Universities

Promote College Students’ Independent Learning

With the advent of the Internet era, "micro-course", as a new teaching method, has been widely applied in the field of education, and achieved outstanding teaching results by virtue of its innovation. "Micro course" can make full use of multiple resources, including text, pictures, video, audio and other content, and form "micro video" course through the effective integration of multiple information, breaking and changing the traditional teaching mode. On the one hand, it is more convenient for students to obtain teaching information under the micro-course teaching mode. They can complete independent learning at different times and places according to their actual needs, watch the teaching video and learn badminton skills and theoretical knowledge. On the other hand, the traditional badminton teaching content is carried out in accordance with a certain framework, the content is solidified, and it is unable to accurately locate each student's learning situation. However, the teaching mode of "micro-course" breaks the fixed teaching system, which makes the development of every student be valued and lays a solid foundation for independent learning.

Promote the Professional Development of Teachers

In the context of the information age, micro-course, as a new teaching method, has been widely applied in the education field of colleges and universities. The so-called physical education component, badminton micro-course teaching mode innovation exploration for teachers put forward new requirements. At present, the exploration of "micro-course" teaching mode of badminton teaching in colleges and universities is still in the early stage of exploration, which makes the majority of teachers face opportunities and challenges. The former is mainly able to stimulate teachers' innovative practice of micro-course teaching mode and constantly study and research the multi-aspect content of micro-course. The latter requires teachers to constantly enrich their own professional ability and quality, form the concept of "micro-course" teaching mode of badminton in colleges and universities, and truly promote the professional development of teachers.

Reform the Teaching Mode of Badminton in Colleges and Universities

Compared with the traditional badminton teaching mode in colleges and universities, the application of micro-course in it makes the traditional classroom teaching mode get innovative development. Specifically, it is reflected in the limitation of teaching time, teaching space and teaching number. Through the micro-course teaching mode, college students can actively contact the badminton teaching content and more actively integrate into the teaching mode, thus bringing new development space for the badminton teaching mode in colleges and universities. It can be seen that the application of micro-course teaching mode maximizes the value of traditional badminton teaching mode in colleges and universities, and makes this teaching mode reform and innovative development.

Matters Needing Attention in the Application of Micro-course in College Badminton Teaching

Use Micro Courses to Stimulate Students’ Interest in Learning

As is known to all, interest can directly influence on the students' study effect, in the process of
badminton teaching in common colleges and universities, due to the influence of the traditional teaching idea, does not pay attention to students' subject status, instilling teaching is common phenomenon, and led to the diminishing of the students' interest in learning, and then influence the teaching effect, therefore, in the process of using micro class badminton teaching, must take effective measures, to student's interest to stimulate, for example, in the teaching practice, teachers can be based on students' own sports and willingness to learn to understand, Choose some students are more interested in the content of the class content, including major exciting video game, badminton badminton world top players in the video game, badminton techniques on video and so on, analysis of the techniques of effective collection and annotation, and systematic analysis and in the midst of the class, can effectively enhance students' learning enthusiasm, and more willing to participate in the class teaching activities, so as to achieve the purpose of improve the quality of teaching.

**Guarantee to Teach Students According to Their Aptitude**

In sports teaching process, according to their aptitude is one of the most basic principles of teaching, teachers need to be in the teaching, according to the students themselves and ability on teaching method and the basis of rational choice, the deficiency of students make things up at the same time, also want to see the strengths of the students, for students to build up confidence, make its are able to keep a good state of mind to learn, cannot blindly adopt force-feeding teaching, ignoring the objective differences of students, affect the overall effect of the teaching. Therefore, in the process of using micro-lessons for badminton teaching, teachers must take individualized teaching as the premise of teaching. For example, teachers can stratify students' ability to master technology. For students at different levels, they should formulate content corresponding to their levels to make the teaching content more targeted, so that each student can be effectively improved.

**Strengthen the Communication between Teachers and Students**

Classroom teaching effect is often affected by the communication between teachers and students. Therefore, in the process of using micro-lessons, attention must be paid to the communication between teachers and students. After completing badminton micro-course teaching, teachers should organize students to communicate with each other about their feelings after watching video. On the one hand, teachers can solve students' micro-course learning problems in time, deepen their understanding of badminton technical actions and promote their progress. On the other hand, in the process of effective communication between teachers and students, teachers can clearly grasp the situation of students and ensure the pertinence of the follow-up micro-course content, which plays a positive role in improving the teaching quality of badminton in colleges and universities.

**Improve Classroom Utilization Rate**

In the process of badminton teaching in colleges and universities, the problem of low classroom utilization rate is very common. In traditional badminton teaching, due to the relatively large class size, it is difficult for teachers to guide students one by one, and only unified demonstration can be used for teaching, which limits the improvement of teaching effect. Through micro-course teaching, students can choose their weak points and watch video in a targeted way. At the same time, it can also repeatedly watch the demonstration actions, which can not only improve the teaching effect, but also strengthen the pertinence of teaching.

**Conclusion**

With video as the carrier, micro-course is a new teaching mode with unique characteristics such as short time, concise content and emphasis on the interaction between teachers and students. In applying to college badminton teaching, teachers need to pay attention to choose the appropriate teaching courseware, pay attention to the identity of the transformation, the appropriate arrangement of learning content and the teaching time, establish a network teaching platform, improve the students' interest in learning, and so on aspects, in order to improve the quality and efficiency of
classroom teaching, help students to master the techniques for badminton better, promote the development of physical and mental health.

Micro lesson is along with the development of network technology, the development of micro class cannot completely replace the traditional routine teaching, it is main auxiliary traditional teaching, so in practice teaching we should strive to play to the advantages of small class to make up for the shortcomings of traditional teaching, but to grasp the application of micro class, cannot let micro lessons throughout the classroom, teachers should pay attention to the student guide and technical movements, the end of the lesson to micro combined with traditional teaching, in order to better improve the quality of teaching. When using micro-lessons to assist teaching in badminton class, teachers should prepare the lessons in advance and control the whole class. In the teaching of physical education practice class, students' practice time and density cannot be reduced. In the process of practice, teachers should try to guide students to actively summarize and deeply reflect, so that students can better master the skills they have learned.

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