

# Practical Application of Volleyball Turning Classroom Construction under Micro-course Environment

Jiang Liu

*Department of P.E Southwest Jiaotong University, Chengdu, 611756, China*

**ABSTRACT.** *Micro-course is a new teaching mode under the new era, and the flip-table is a new teaching mode under the background of new curriculum reform. As the mainstream education, quality education is based on school volleyball teaching. It proposes to break through the traditional teaching concept and take volleyball teaching as the research object. Based on the connotation of flipping classroom in micro-curricular environment, this paper proposes how to use micro-class to flip classroom in volleyball teaching.*

**KEYWORDS:** *micro-class; volleyball; flip classroom*

## 1. micro-class and flip classroom connotation

The core content of the “micro-course“ is the classroom teaching video, which contains various resources related to the teaching theme. The teacher creates a thematic “small environment“ in a certain way. The micro-course is different from the teaching examples and courseware. Instructional design. One resource is a new teaching model with multiple resources<sup>[1]</sup>. The words "short, small, precise, and interesting" are the essence of micro-courses. The duration is mostly around 10 minutes, and the content is mostly the core of teaching. Flipping the classroom is to reverse the traditional teaching-oriented teaching mode and transform it into a student-oriented teaching mode; to reverse the teaching mode of teacher teaching, student learning, and student practice, and transform it into students' self-study and practice, teacher observation Students learn the situation, answer questions and correct the situation according to the specific situation, in order to achieve the best teaching results.

## **2. Applicability of the volleyball classroom application micro-class flip classroom teaching mode**

recent years. With the development of micro-curriculum competition, micro-curricular production training, micro-curriculum and flip-level classroom teaching seminar, this micro-class-based "flip classroom" teaching mode gradually entered the education and teaching<sup>[2]</sup>. It also has a huge impact on physical education. In the traditional physical education teaching mode, the teaching mode based on "teacher's classroom explanation and students' after-school review" has highlighted the shortcomings. In the traditional physical education teaching mode, students can't preview before class; teachers in the class take up more time, less practice time, and students' practice density is not high; the difficulties encountered after class can't be solved in time, and the students' interest in learning is not high. Learning is poor. In the "flip classroom" teaching mode, the teacher records the micro-courses and other learning resources for the knowledge points in advance to the students to learn; the time in the class is mainly used for students to solve difficulties, practice consolidation<sup>[3]</sup>, increase the density of students' practice, and enhance the physical quality of the students; after-school teachers summarize the classroom learning through the online platform, and timely exchange and guidance on the feedbacks from the students in the after-school exercises, thus improving the learning effect. In addition, in physical education, demonstrations, wall charts, videos, etc. are often needed to intuitively teach technical movements. The micro-course video in the "Flip Classroom" teaching mode meets this requirement, which can make the teaching of motor skills more intuitive and more standard, more standard. The "flip classroom" teaching model is not only a change in the content of the classroom structure, but also includes changes in the roles of teachers and students, classroom forms, and class time. This study draws on the research experience of "flip classroom" by scholars at home and abroad. Starting from the structure and content of the "flip classroom" teaching model, taking volleyball teaching as an example, trying to implement the "flip classroom" physical education research, hoping that the reform of the physical education teaching model can provide reference.

### **3, based on the micro-course volleyball flip classroom teaching construction application practice**

#### ***3.1 Instructional Design***

The "flip classroom" physical education model includes three stages: preparation for pre-school learning resources, self-learning for students, internalization of knowledge in the class, and summarization after class<sup>[4]</sup>.

(1) Before class. The "flip classroom" teaching mode based on micro-courses is mainly for teachers to prepare learning resources for students to learn independently. By collecting some reference books, electronic courseware and lesson plans, micro-video tutorials and other materials, combined with the characteristics of volleyball skills teaching, the teachers of the research group divide the technical training of the ball and the hand-to-hand service into three knowledge points, namely, the action essentials, the practice methods and Common mistakes and corrections, and designing 5-8 minutes of micro-courses with each knowledge point as the teaching goal, using the form of documents and videos to present the details of the action. After the production is completed, the video and other electronic resources will be uploaded to the jointly established QQ exchange learning group for students to download and watch. After the resource preparation is completed, the teacher arranges the task list before class, and communicates in time through the QQ group to timely understand the self-study of the students.

(2) In class. The main part of the lesson is the internalization stage of knowledge. In practice teaching, teachers use the questions and answer questions to guide people, and through the group action display to understand the students' pre-class learning, and then explain the demonstration and correct the wrong actions in combination with the learning situation. After the demonstration and the disambiguation are completed. Classroom learning tasks are arranged, and students are grouped to learn and communicate under the leadership of the team leader. Teacher tour guidance. Before the end of the lesson, the teacher examines the learning outcomes and takes a video, the teacher summarizes, and the teacher-student exchange ends the course.

Such as: the first-hand serve, the right hand serve, the left foot in front, the hands hold the ball, the arms straight, throw straight, with the right palm and hit the middle

and lower parts of the ball. The teacher can present the completed action flow and the split action in the micro video. First, in the classroom, the teacher can ask the students: “What is the essentials for getting started? What are the specific steps?” Let the students repeatedly watch through the smartphone, find the answer, and the time can be controlled within 10 minutes to mobilize the students. Independent thinking and learning awareness. Second, after 5 minutes of warm-up, the teacher can let the students send two teams to each other, effectively reducing the time of the ball and improving the efficiency of classroom teaching. In this process, the teacher should watch the student's serve action separately. Teachers may find that even if they know the essentials of action, some students often do unconsciously make wrong actions when practicing, such as: always hit the volleyball center, the ball is difficult to pass the net; always use the wrist to hit the ball or even use the fist to hit the ball, In order to cause errors in the service, teachers should actively demonstrate the correct essentials and educate the students until the students truly master the service skills. The teacher can control the practice time and the explanation time to about 20 minutes, and the remaining 10 minutes is the free activity time to relieve the students' mind and body. , leaving students thinking and precipitating time.

(2) After class. After class is the stage of class evaluation. The teacher summarizes and evaluates the classroom learning situation and the video taken, and feeds the feedback to the communication platform. Students can also feedback the problems and difficulties encountered in the exercise to the platform, teachers and students to communicate in a timely manner. Thus, the mastery of motor skills can be better consolidated<sup>[5]</sup>. For example, after class in class, teachers upload Chinese women's volleyball to win the highlights, improve students' patriotism, love volleyball, etc., improve students' understanding of the rules of volleyball games, and lay the foundation for students to participate in volleyball competitions later. To a certain extent, the blood video can stimulate students' motivation, improve students' enthusiasm for independent study, and promote students' active communication under the class, so as to better link and consolidate the knowledge learned in the classroom, preview the contents of the next class, improve the efficiency of volleyball teaching, and improve students in a subtle way. Self-learning spirit, improving students' thinking ability.

### ***3.2 Making micro lesson videos***

In order to successfully implement the sports flip classroom, it is the first step to make a reasonable and effective micro video, which lays a foundation for the subsequent flipping of the micro-class. Before making micro-videos, teachers should be aware that students mastering volleyball skills is not a one-time process, but a systematic teaching project<sup>[6]</sup>. When making micro-videos, it is necessary to guarantee the integrity of the volleyball knowledge system. After the micro-course is completed, the teacher can play the students in the pre-volleyball course. If unconditionally, they can be directly uploaded to the micro-media platform for all students to download and watch. In fact, the advantage of uploading micro-media platform is higher than that of classroom play. After downloading micro-video to smart phone, students can watch it at any time and multiple times to deepen the influence of students and improve their self-learning effect. During the production of micro video, teachers should pay attention to the following points: First, it is best to control the micro video time within 5 to 10 minutes, to avoid long-term influence on students' interest in viewing. Moreover, limiting the duration means that the video content is closer to the focus. Difficulties, students have higher doubts about video content, and promote students to find information and learn independently. Second, the micro video is guaranteed to be clear, the words are correct, and the content is smooth. Third, teachers can use the methods of problem exploration and situation setting to create videos to attract students' interest and stimulate students to learn and explore.

### **4. Conclusion**

In short, through the use of micro-classes in the volleyball teaching to flip the classroom to construct the teaching mode, before the volleyball course is not started, use the last few minutes of the class to play micro-videos for students and explain, so that students can practice under the class, in the next class, teachers You can test the student's self-study progress and guide students to practice correctly to improve classroom efficiency. It can be seen that the application of the micro-course does not take up time and can fully utilize the students' spare time.

## References

- [1] Zhao Dalv, Zhao Jie, Li Yang(2016). About the Application of Micro-Class Technology in College English Flipped Classroom. *Overseas English*,no.7, pp. 60-61.
- [2] Xinmiao J I, Liu S, Yunpeng Y(2018). The Construction and Application of the Mixed Teaching Mode Based on Flipped Classroom--The Teaching Reform and Practice on Landscape Design of Residential Space. *Equipment Manufacturing and Education*.
- [3] Fidopiastis C M, Rizzo AA, Rolland J P(2010). User-centered virtual environment design for virtual rehabilitation. *Journal of NeuroEngineering and Rehabilitation*, vol.7, no.1, pp.11.
- [4] Lin H J, Kao Y T, Yang F W, et al(2006). CONTENT-BASED IMAGE RETRIEVAL TRAINED BY ADABOOST FOR MOBILE APPLICATION. *International Journal of Pattern Recognition and Artificial Intelligence*, vol. 20, no. 04, pp.525-541.
- [5] Chen, C. W J(2015). Mobile learning: Using application Auralbook to learn aural skills. *International Journal of Music Education*, vol.33, no.2, pp.244-259.
- [6] Hu R(2016). Construction of the study platform for Meridians and Acupoints and the application in the flipped classroom. *Chinese acupuncture & moxibustion*, vol.36, no.11, pp.1197.