

Application Strategy of Micro-course in College Physical Education Teaching

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Abstract: With the rapid development of information, the “micro” storm has also swept through people's lives, such as Weixin, Weibo, microfilm and so on. In this micro-era, our curriculum also follows the trend of the times, micro-lessons also conform to the rapid information age. The form of curriculum mainly focuses on students' practice, which combines practical curriculum with information concept of micro-course. By exploring the development and utilization of micro-course in College Physical Education teaching, we can effectively improve the level of College Physical Education teaching, and then achieve the established goal of physical education teaching. The research shows that the micro-courses are characterized by fragmentation, emphasis, interactivity, and reusability. The micro-courses are fully applied to the students' needs research, physical education curriculum design, physical education teaching and after-school tutoring, and physical education sharing modules. In other aspects, students' interest in learning is stimulated, and students are actively involved in learning, thus innovating traditional physical education models and improving the effectiveness of physical education.

1. Introduction

In colleges and universities, compared with students majoring in physical education, students of other majors arrange only a few public physical education classes per week, but often schools have higher requirements for their skills. Micro-lesson is a process of education and teaching based on the knowledge points in the classroom with video as the carrier [1]. It is a new kind of teaching resources. The teaching objective of micro-course is relatively clear, which integrates relevant knowledge materials, after-class exercises, feedback and evaluation mechanism. Therefore, micro-course teaching has a strong pertinence. Targeted teaching is also easy to achieve the desired teaching effect, which is one of the reasons why micro-lesson preparation is popular [2]. Nowadays, the behavior of students' access to information has also changed. Mobile terminals such as smart phones have become an important channel for students to obtain information [3]. In addition to normal learning time, students use mobile phones to obtain information, and the characteristics of mobile learning. It is to make full use of fragmentation time for micro-learning. The rational use of micro-teaching can greatly improve the effect of physical education in colleges and universities, and achieve high expected results through less investment. The divergent learning of a simple action, so as to grasp more movement changes, is that the knowledge points are more firmly grasped in the classroom. Compared with the traditional physical education curriculum content is highly targeted. To enable students to repeatedly watch and learn the technical actions of sports, so as to effectively improve the effect of physical education and make up for the lack of repeated demonstrations in traditional physical education [4].

The form of micro-class teaching is only limited to a few knowledge points or a link in classroom teaching. This is the teaching of fragmentary understanding, making the learning of knowledge points is not so systematic [5]. Taking teaching videos as the main carrier, this paper records the organic combination of various teaching resources needed by teachers in excellent teaching and learning activities aimed at a certain knowledge point or teaching link in classroom teaching. They jointly create a semi-structured, thematic resource unit application “small environment” with certain organizational relationships and presentation methods. Therefore, training and learning are needed before operation can be carried out. At the same time, the micro-course has strong interest and operability, and can achieve the effects that other micro-classes

can not achieve, such as conditional selection operations, and some teaching content is implemented in the micro-course in this way. Also stimulate students' interest in learning [6]. The micro-course is different from the traditional teaching mode. The traditional teaching mode is singular [7]. The micro-course focuses on the interaction between teachers and students. It can timely calculate the students' learning situation, facilitate the teacher's later course development, and promote sports to a certain extent. The quality of the course. In order to reform the shortcomings of public physical education in traditional colleges and universities, to promote the learning of sports skills and health knowledge in the new era, and to complete the task of physical education. Introducing the teaching philosophy of the new era of "micro-course" into the physical education of colleges and universities has very urgent needs and application value [8].

2. Characteristics of Micro-class

Micro-class has got rid of the complicated teaching system. In the basketball course of college physical education, when teachers teach triangular offense and mobile technology, most of the students may be due to initial contact. Teachers guide by the side, control and rectify the movement of sports relying on students' consciousness and control, and form good sports habits through repeated practice. Sports skills, and then master good physical skills, this form is also the most widely used form of micro-course in the discipline of science. Therefore, every detail in the micro-class is worthy of attention. Students must be highly focused on the class. In this process, they are also training students' thinking ability, and always follow the teacher's thinking. The characteristics of Microteaching are shown in Table 1. For students, students' learning of sports-related knowledge is no longer limited to dozens of minutes of study in the classroom. Under the class, they also have professional action demonstrations and guidance, which can further enhance the understanding and practice of motor skills.

Table 1 Characteristics of Micro-Course Teaching

	Study	Inspire
Completeness	3.20	2.75
Independence	2.96	3.18

College physical education courses are mostly outdoor movement training, micro-class, can promote knowledge discussion between teachers and students in limited classroom time. It is suitable for the teaching of appreciative activities, such as aerobics, cheerleading, etc. in universities. This form of micro-class takes teachers as demonstrations to lead students to learn videos together, collective imitation and performance reproduction as the main form of micro-class. It has good consistency with this kind of physical education teaching and is extremely applicable. Through the design of the micro-course, the information processing is consistent with the logical thinking of the class, and the knowledge or skill is presented as a student in the most popular words. Let students accept new information faster. Finally, the ability to explain knowledge and summarize logic is deepened. The learning function of the network also needs to be further popularized and developed among students. Most students have accepted and supported the use of micro-courses in the "University Sports" course, which laid a solid objective condition for the implementation of our micro-courses, and further increased the feasibility of the implementation of micro-courses.

The main feature of micro-class is short and concise. Short: Mini-class time should be short, so as to ensure that students can use fragmented time to acquire knowledge, in order to meet the cognitive load theory. Small: The content storage of micro lessons should be small, so as to satisfy the instant viewing and convenient storage of mobile devices. But in the current micro-lesson teaching, teachers often only pay attention to its form, but relatively ignore the purpose of micro-lesson teaching. Teachers spend most of their time in the production of micro-video, but can not achieve better teaching results. In this way, students can not well promote their all-round development. In the timely collection of students' interest points in the course, questions can also be answered, so that the teacher's later course design is more in line with the current learning needs of

students. Improve the teaching effect of physical education. When developing and developing sports techniques and techniques, you should break down the technical movements and adopt vivid and interesting forms in language and visual effects. To improve students' interest in learning sports and participating in physical exercise. The whole process implements a series of principles such as the principle of students, the principle of "micro" and the principle of innovation. Use appropriate development methods to organize the micro-curricular resources scientifically and reasonably to produce a practical and effective micro-curriculum learning resource.

3. Development and Application of Micro-Course in College Physical Education Teaching

It is an indispensable way to cultivate students' reflective ability and infiltrate into the classroom learning process. Teachers' classroom reflection in physical education teaching has become a requirement, but there is no clear requirement for students' learning reflection. Based on the content of physical education in traditional physical education teaching mode, physical education teachers extract the key points and difficulties of teaching content according to the curriculum logic, and make micro-lessons combined with the current sports hot news or columns. Through rich expressions, students are encouraged to take the initiative and initiative of self-learning through micro-courses. In the classroom teaching, students are guided to demonstrate their actions, and appropriate rewards are given to students with standardized actions to enhance their sense of honor. Thereby effectively improving the utilization efficiency of the micro-course courseware. Instead, students are the main body. Students bring their own problems and difficulties into the classroom by learning the micro-courses before class. Teachers are more focused when they explain, and they are more targeted in the study of knowledge. And the understanding of the movement has become more profound, the difference between the sports micro-course and the traditional course is shown in Table 2.

Table 2 The Difference between Micro-Course and Traditional Course in Physical Education

	Design	Target
Students are highly participatory	11.20	9.60
Highlighting Teaching Theme	10.25	10.71

The making of micro-lessons in college physical education requires teachers to have certain skills, but at present teachers often do not have such abilities. On the one hand, effective teachers themselves are older and less receptive to new things, and some new technologies can not be mastered in time. Pay attention to the differences between PE classroom teaching and other disciplines in teaching methods, teaching media and so on. The overall planning of sports micro-courses should also be designed according to the characteristics of different sports, such as ball games, gymnastics and other sports with different characteristics. Micro-classes make teachers pay more attention to details and strive for perfection. It is very meaningful for teachers to improve the teaching level in class and promote teachers' professional growth. For micro-curricular production and development techniques, teachers should actively learn about film and television production technology, understand the application of montage effects in scenes, movements and editing in micro-course production, so as to improve the quality of micro-course courseware production and enhance micro-courses in college physical education. Application and communication effects.

Micro-classes can satisfy students' different personalized needs. Each student's cognitive and understanding abilities are different. Some students have a quick understanding and acceptance of a knowledge and motor skills. Some of them accept it slowly. A micro-class is just the time limit for people to concentrate. Students can choose what they haven't mastered or have not mastered adequately to learn again or more times according to their own needs after class. In a certain aspect, it can also improve students' self-learning ability. Because the lesson of physical education classes is originally less, through micro-courses, students can feedback their learning progress and confusion knowledge points on the network platform at any time, so that teachers can be targeted in

the classroom. Make correct adjustments in a timely manner. Physical micro-courses should reflect specific and measurable teaching objectives; choose teaching strategies that can stimulate students to learn sports interests; make full use of Internet resources to promote diversified communication and feedback between teachers and students. By observing the athlete's morphological changes, the students digest and understand the action points during the track and field race. The teacher asks the students questionably after the students watch and digest, and deepens the students' understanding of the technical action points, thus improving the classroom teaching efficiency.

4. Conclusion

In this paper, the application of micro-lessons in college physical education teaching strategies. To facilitate the acquisition of key and difficult knowledge, timely feedback, improve students' independent learning ability and effectively promote the realization of the classroom, the significance of the application of micro-lessons in College Physical Education teaching, including getting rid of the complex teaching system. Generally speaking, the application of micro-course in college physical education has been for some time, but the corresponding professional theory has not yet formed. In the future, the application of micro-course in college physical education will be more mature, more rational and more scientific. And most of the students have a positive attitude towards the learning effect of micro-lessons, indicating that to some extent, they can enhance their enthusiasm for learning physical education courses and their interest in participating in sports. They can also urge themselves to go to the stadium and participate in sports activities after class. It also has a profound impact on the professional development of teachers. The micro-courses gather the wisdom and crystallization of teacher teaching. Teachers can share their teaching experience and teaching results through micro-courses. Teachers can learn from each other how to grasp the difficulties and difficulties of knowledge and improve their preparation. Inspire students to use the enthusiasm of self-learning courseware to improve the quality of physical education in colleges and universities and promote the further development of college sports education.

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