

# **The Feasibility Analysis of Micro-class in the Teaching of Physical Education in Secondary Vocational Schools**

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## **Abstract**

Physical education is a basic subject in secondary vocational schools. The study of physical education can enable students to exercise better and promote their physical and mental health. Students in secondary vocational schools have great learning pressure. Physical education is a sports course. Through exercise, students can release their inner learning pressure and achieve a combination of work and rest, which plays a key role in cultivating students' physical fitness. At present, due to the influence of previous teaching concepts, major secondary vocational schools in our country have not paid attention to physical education courses, nor have they mastered the correct classroom teaching methods. This physical education teaching model has produced certain restrictions on improving students' athletic ability. Based on this teaching status, secondary vocational physical education teachers should change their concepts, accept new teaching methods, and make full use of the micro-class teaching method in physical education courses to improve the overall efficiency of the classroom.

## **Keywords**

Micro-class; secondary vocational physical education; teaching; feasibility analysis.

## **1. Introduction**

There are certain professional skills in the teaching of physical education curriculum, but the current teachers in secondary vocational schools do not pay attention to physical education teaching, and the physical education teaching content is difficult to a certain extent, affected by many factors, the physical education teaching quality of secondary vocational schools has not been substantially improved. Micro-class is a novel teaching method in modern society. It mainly uses computer information technology to present teaching resources in digital form, and can realize repeated use of valuable self-confident resources. This method can enrich teaching resources. In the physical education of secondary vocational schools, teachers can make full use of this method, which can attract the attention of students and actively participate in physical education courses to achieve the ultimate goal of teaching. Reduce the difficulty of learning, so that students can learn knowledge more freely.

## **2. Current Situation of Physical Education in Secondary Vocational Schools**

In the secondary vocational physical education classroom teaching, secondary vocational physical education teachers use boring teaching methods, and there is no new idea in the course of the classroom. This situation has led to the fact that students cannot invest more enthusiasm, nor do they invest a lot of time in sports knowledge. At the same time, in the sports class of secondary vocational school, there are a lot of sports items are more difficult, some sports items also need students to have a certain skill, in order to allow students to master sports skills more quickly, the teacher continuously strengthens the intensity of training. These reasons all lead

to students' reluctance to attend physical education classes, and they will not have a good learning effect. Each physical education teacher is responsible for more classes, and in this case, the teacher cannot take care of the students in each class. There are several problems in the current secondary vocational physical education teaching: First, the teacher's teaching attitude is relatively casual, and the teacher has not increased the importance of physical education. In secondary vocational schools, students need to learn a lot of theoretical subject knowledge, and there is a lot of learning pressure. Theoretical subjects account for most of the students' time. This makes many students feel that the physical education curriculum is not useful, and teachers will also be affected by this. This kind of ideological influence has a slack mentality on teaching. Second, physical education requires a high level of skill, and teaching has a certain degree of difficulty. If students want to master more exercise methods and skills, teachers need to spend more time to guide students correctly. There are big differences in exercise conditions, so there is a certain degree of difficulty. Third, students are not very interested in learning and it is difficult to concentrate on physical education. The proportion of physical education courses is relatively small. One or two sessions can be used. This will cause students to forget sports knowledge more quickly. Classes have to be re-learned, which has a great impact on the quality of students' learning, and at the same time increases the difficulty.

### **3. The Application Strategy of Micro-Classes in Physical Education in Secondary Vocational Schools**

There are still many problems in the teaching of physical education in secondary vocational schools, mainly because students' interest in learning is not high, and there are certain difficulties in learning skills. In order to better solve these problems in the current teaching, secondary vocational physical education teachers need to change the teaching methods. Micro-classes can solve this problem well. Using micro-classes for physical education can improve teaching efficiency and improve the quality of learning. It is an important way of teaching.

#### **3.1. Pay Attention to the Development of the Subject Content of the Micro Course**

In terms of content, there is not much teaching content in micro-classes, and the length of micro-classes is limited. Secondary vocational physical education teachers should fully understand the role of micro-classes in physical education, and combine the specific teaching objectives of physical education projects to fully consider the actual application environment of micro-classes. It is necessary to decide whether to use it in the physical education class or after the class. They are different from each other. They are used in physical education class, which requires teachers to give relevant guidance to students in class. Because the class time is limited, the teacher should appropriately delete the content of the micro-class, and display the key points in the classroom, so that students can grasp the key points of learning more quickly. In addition, if the micro-classes are actually used in the classroom, the teacher should understand the students' learning situation, clarify the students' independent learning level, and reasonably enrich the content of the micro-classes to help students master sports knowledge and study more comprehensively. Some content not taught in class. At the same time, the teacher should carry out targeted selection of the content of micro courses on physical education. For micro courses on physical education knowledge, the teacher should contact the knowledge of physical education to find some relevant contents of micro courses, which need to have a certain logic, so that the students can understand them more easily. When physical education teachers use micro-classes to demonstrate sports skills, they should strengthen the explanation of the details of sports skills, try to use rich and interesting methods to enhance students' interest in learning sports skills. When micro lesson is applied to physical education,

it does not care how big the content is, but must be refined. Only in this way, can the ultimate teaching goal of micro lesson be realized.

### 3.2. Strengthen the Analysis of Teaching Content and Enhance Students' Interest in Learning

In secondary vocational physical education, in order to use micro-classes to improve the quality of teaching, teachers need to conduct accurate and reasonable analysis and research on the overall teaching goals of physical education and the specific content of teaching. The analysis before the beginning of the class is necessary (see Figure 1), which can help teachers better formulate the content of micro-class teaching and specific implementation plans. It is very helpful to grasp the teaching progress and analyze the teaching status quo. Reasonable and efficient setting of micro-course teaching content in PE classroom can lay a solid foundation for PE teaching in secondary vocational schools. Normally, physical education teaching in secondary vocational schools has certain teaching rules. Micro-class teaching should also follow this rule. Only in this way can students have a better understanding of knowledge and improve teaching efficiency. After setting the teaching target of micro-course of physical education, we should carry out physical education teaching aiming at the target. Combined with the teaching content, this paper puts forward some key questions in line with students' learning rules. Use questions to elicit teaching topics in the classroom. Questioning is an indispensable form of classroom speaking. Teachers can make students better concentrate on thinking about problems by asking questions. Moreover, I have a deep understanding and mastery of the sports work explained by the teacher. For example: the teacher asks the students what are the preparations for the start during a running competition, and what should be done after the gun is fired. After hearing the question, the student concentrates on positive thinking. The thinking process is a process in which students form actions in their minds.

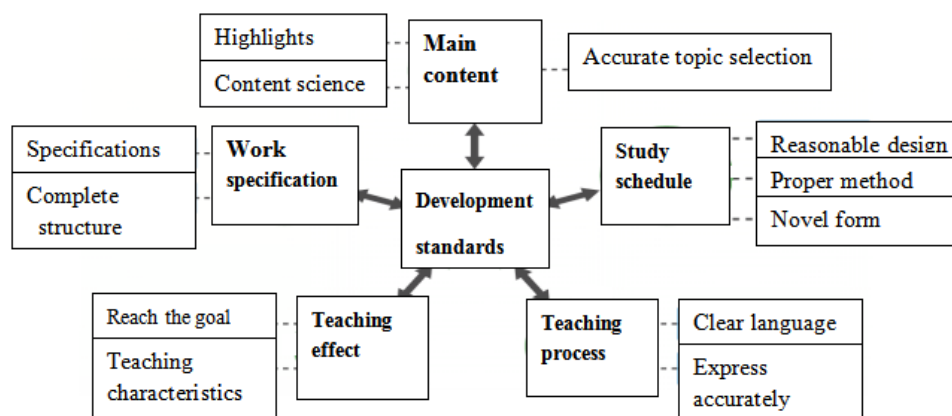


Figure 1. Classroom analysis

### 3.3. Analyze Technical Points in Combination with Micro-classes

There are some movements or motor skills in sports events. Students just listen to lectures and cannot understand and master them. For these difficult learning contents, teachers should explain the movements of sports, identify the technical difficulties in sports events, and focus on explaining them. Normally, the previous teaching methods have certain limitations, and it is not easy to show the difficult content to the students reasonably. However, combined with this teaching method of micro-classes, the difficulty of movement and technical problems in sports can be broken down in detail, so that students can realize simple learning. It is no longer necessary for the physical education teacher to repeatedly demonstrate difficult movements, even if the demonstration still has the phenomenon that students cannot learn, the use of micro-classes can effectively reduce the difficulty of physical education. For example, in the study of

track and field race, the teacher will analyze the points paid attention to in the race, starting movement and running posture, and show them to the students through slides or short videos (as shown in Figure 2), so that the students can see the changes of movement more clearly. Master the correct posture for running. In this way, the efficiency of the physical education classroom can be greatly improved.

### **3.4. Group Students to Learn to Develop Communication and Cooperation Skills**

Compared with previous teaching methods, the micro-class teaching method has more advantages, and it has played a great role in helping students learn actively. In the teaching of micro-classes, through the learning of the content of the micro-classes, students are provided with more opportunities to think independently. The students have been communicating and cooperating, discussing and digesting more difficult sports items, which greatly reduces the cost of secondary vocational schools. The difficulty of teaching in physical education. The teacher mainly analyzed and explained the difficult problems in the exercise, and let the students learn and train independently. The teacher could constantly correct and guide the students during the exercise. Teachers can also allow students to communicate in groups, and students can correct each other's mistakes. Increase awareness of communication and cooperation. And then improve the effect of learning.

## **4. Conclusion**

Micro-classes are products of Internet information technology, which are widely used in teaching and have achieved good teaching results. It can make a reasonable supplement to the previous teaching methods. PE teachers in secondary vocational schools should strengthen their understanding of micro lessons and reasonably integrate them into daily teaching to improve the overall physical education teaching quality.

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