

# Application Research on Flipped Teaching Mode of Sports Badminton in Vietnamese Universities

Hoang Thi Huyen

*School of Foreign Languages – Thai Nguyen University, Thai Nguyen 250000, Viet Nam*  
*Corresponding Author: Hoang Thi Huyen*

Date of Submission: 10-04-2023

Date of Acceptance: 20-04-2023

**ABSTRACT:** Badminton has a certain degree of entertainment and appreciation, and its exercise intensity can be adjusted according to its physical fitness, which is deeply loved by the majority of students. The rapid development of multimedia technology can change the teaching mode in class. Many schools have changed the previous teaching mode of "teachers explain in class and students practice after class", and try to adopt flipped teaching mode in class. It can make teachers' teaching methods flexible and diverse and can promote communication between students and teachers. By watching videos, students can deepen their understanding of technical movements and improve the teaching effect of badminton courses. This paper analyzes the advantages of the flipped teaching mode in the college sports badminton classroom, and puts forward corresponding implementation strategies, hoping to have practical significance for improving the quality of college sports badminton teaching.

**KEYWORDS:** college physical education, badminton teaching, flipped teaching mode.

## I. INTRODUCTION

Badminton is widely popular all over the world and deeply loved by the masses. Whether it is abroad or at home, it can be seen from badminton matches in recent years that the badminton skills of foreign players are constantly improving, which has posed a great challenge to our country. In the process of badminton training, other countries have continuously improved the level of training and the ability to innovate training, which has effectively improved the badminton competitive ability. Taking schools as an example, various teaching innovations and technological innovations in our country require a large sports population as the basis. Especially in the process of badminton teaching in colleges and universities, it

is necessary to train students to perform various technical abilities through various professional training methods, to be able to send more excellent players for my country's competitive badminton.

In recent years, with the gradual improvement of residents' living standards, people's enthusiasm for participating in sports has been greatly improved. Badminton is no longer purely a competitive event but has become a choice for people's leisure and entertainment.

Badminton is suitable for men, women, and children, and the amount of exercise can be determined according to the characteristics of the individual's age, physique, sports level, and venue environment. Teenagers can take exercise as an effective means to promote growth and improve physical function and can cultivate young people's self-confidence, bravery, decisiveness, and other excellent psychological qualities. Long-term badminton exercise can make the heartbeat strong and powerful, increase lung capacity and improve endurance. In addition, badminton requires practitioners to make judgments on the ever-changing ball in a short period of time and to counterattack decisively. Therefore, it can improve the sensitivity and coordination of the human nervous system.

As an optional course in colleges and universities, badminton mainly uses the development of students' physical exercises and technical training as a teaching method. Its main teaching content is badminton competition rules and basic technical training. The first thing is to teach students the basic rules of badminton competitions. In the teaching process, there are mainly problems such as a large number of people and limited venues, which will affect students' learning enthusiasm, the practice density is low, and each technical movement of badminton needs repeated practice to be consolidated. With the

development of science and technology, multimedia technology has gradually appeared in people's fields of vision. In badminton teaching, multimedia technology can help create a learning environment where human-computer interaction changes, and actively create vivid scenes to cater to the psychology of college students and fully mobilize their sports. Therefore, the flipped teaching mode can help students understand the principles of technical movements and effectively improve the teaching effect.

## II. THE ADVANTAGES OF APPLYING FLIPPED TEACHING IN COLLEGE SPORTS BADMINTON CLASSROOM

Flipped Classroom – Flipped Classroom can be viewed as a very familiar sight in today's teaching schools, especially teacher-centered classrooms with traditional learning models. Teachers will focus on imparting knowledge, while students listen, take notes, and do exercises. This is a methodical model, and of course very effective for many students, when it is a type of education that forces students to receive information passively, instead of acting in the learning process.

The term "flipped classroom" originated in the United States and began to develop in the United States. At first, a chemistry teacher recorded a video for students who were absent from class and sent it to the Internet. Students learn by watching teaching videos at home and solving problems in class. problems encountered. This teaching method has received unanimous praise, so it is widely used by many teachers and students. Flipped teaching has certain practical significance for improving the quality of teaching. The flipped classroom, also known as an "upside-down classroom", is a new teaching mode, which is opposite to the traditional teaching mode. That is, students learn by watching teaching videos released by teachers after class and reviewing and consolidating, and solving problems in class. The traditional teaching mode takes the teacher as the leading role and the students as the main body, and the teacher is the leader of the whole class, while the core link of flipped teaching is that students learn independently after class and solve problems in class.

### 2.1. Diversification of learning places and learning time

In traditional teaching, students can only learn in class at a specified time and place, and practice after class through impressions, and many students are unwilling to use their spare time to review and consolidate an elective course; College

students are using smartphones, and teachers send videos to students through WeChat. Therefore, flipped teaching only requires students to have mobile phones with Internet access to study anytime and anywhere. They can use their spare time to study the teaching content assigned by teachers. It is not affected by time. And space constraints, although the number of students in the class is large, students learn independently before class, and they will have more time to practice in class.

### 2.2. Students learn in a targeted manner

In traditional teaching, the teacher first explains and demonstrates the movements, and the students do imitation exercises according to the teacher's explanations and demonstrations. During the class, the teacher will teach the important and difficult technical movements, and the students will also practice and experience them. Reviewing and consolidating their impressions does not fully grasp what they have learned. Therefore, students cannot learn in a targeted manner after class; while in flipped teaching, teachers will release videos of what they have learned to students before class and how the technology will be used in competitions. In addition, for this technical action, not only the multi-angle action technique but also the technical points and the text description of the important and difficult points of this action. Although the video time is only a few minutes, it can enable students to practice in a targeted manner and can deepen the understanding of technical movements according to the text, which will not only help students master the movement skills but also help students understand the application of this technical movement in the competition.

### 2.3. Improve Students' autonomous learning ability

Self-directed learning takes students as the main body, and everyone can think independently. It emphasizes that students' learning motivation and interest in sports should be stimulated during the learning process so that students can learn consciously and actively. In the class, teachers change from knowledge imparters to study guides, and students change from passive recipients to active researchers. In traditional teaching, students learn new technical actions based on the teacher's explanations. Students passively accept new knowledge in the classroom, and the teacher completes the teaching objectives through students; while in flipped teaching, students learn based on the videos and videos released by the teacher. Text descriptions are used for learning, and multi-angle

and multi-directional movements are presented in the video. Therefore, students can learn independently by watching multi-angle movements when studying after class. During the formation of movement skills, students will form their movement representations by watching videos, Deepening their understanding of knowledge, and improving students' innovative abilities.

#### **2.4. Promote communication between teachers and students**

Communication between teachers and students has a certain role in promoting students' mastery of knowledge and teaching effects. In traditional teaching, teachers mainly impart knowledge to students in class, and students mainly learn through teachers' explanations and imitate teachers' demonstration actions. The time is short, the communication between teachers and students is less, and the memory of body muscles for technical movements is not deep enough. Therefore, technical movements cannot be fully mastered; in flipped teaching, students learn independently after class, and students have a certain understanding of technical movements before class. With different ideas, students and teachers will discuss the problems encountered in class, and teachers will also explain according to the problems encountered by students. The communication between teachers and students will increase, not only have a better understanding of technical actions. The understanding of teachers and students will also enhance the relationship between teachers and students.

### **III. THE IMPLEMENTATION STRATEGY OF APPLYING FLIPPED TEACHING IN COLLEGE SPORTS BADMINTON CLASSROOM**

#### **3.1. Establish macro cognition and establish the concept of correct action**

Before learning a new technical action, search out the video of the national athletes using this action in the competition and the video of the athlete's game from the Internet, edit it, and remake it, students will have a comprehensive understanding of the technical action after watching the video of the outstanding athlete's game. Knowing, producing a complete movement representation, you will also understand the application and importance of this technical movement in the game. By watching the video of outstanding athletes, you can also stimulate students' interest in badminton. Only when they are interested in it, students will Take the initiative and

study hard, which is also conducive to speeding up the mastery of technical movements.

#### **3.2. Deepen micro-learning and enhance rational understanding**

Every technical movement is very important in the competition, and some technical movements are displayed very quickly. Teachers can only decompose the technical movements in the explanation. If the movements are deliberately slowed down, the teaching effect cannot be achieved, and students will not be able to appreciate the technical advantages. Coherence, while playing slow motion students can form the correct movement representation of the entire technical movement and can see coherent movements in multiple directions. For example, the forehand of badminton serves a high and long ball, which is divided into three parts, namely the preparation action, the hitting action, and the closing action. Students first watch the slow motion to have a certain memory of the technical action, and then practice according to the technical essentials of each action. By watching slow motion, you can see the detailed movements, understand the importance and difficulty of technical movements, deepen the memory of technical movements, and reduce the degree of misunderstanding of technical movements, so that students can master complete technical movements.

#### **3.3. Self-action Comparison to strengthen learning results**

In the flipped teaching class, students practice and teachers help students solve problems. In class, teachers can record students' practice videos, such as standard movements and most of the wrong movements. After the recording is finished, edit it after class, send the video to the WeChat group before the next class, and ask everyone to summarize the advantages and problems of this video, to train students to have a pair of eyes that are good at discovering and to learn from the advantages of others, and learn from others. For the problems you find, you should reflect on whether you have had the same problems in time. If you have the same problems, stop them in time and make continuous corrections. If not, you must always remind yourself. Students conduct self-observation and evaluation of movements, find their deficiencies, and correct them in time to master standardized technical movements.

#### IV. CONCLUSION

The flipped classroom teaching mode is a new teaching mode. Although it is not widely popularized, its application can improve the teaching effect. Applying it to badminton teaching can not only optimize the learning time and space of students but also enable students to learn more in the learning process. Targeted learning can also improve students' self-learning ability and promote communication and communication between teachers and students, and stimulate students' interest in badminton by playing videos. Therefore, teachers can use the flipped teaching mode to teach and improve the teaching effect.

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