

Research on the Development of College Football Curriculum Under the Background of Epidemic Normality

Yongfeng Zhao^{1,2}, Lei Ma³

1. School of Physical Education Science, Lingnan Normal University, Zhanjiang, Guangdong 524048;

2. Guangdong Coastal Economic Belt Development Research Center, Lingnan Normal University, Zhanjiang, Guangdong 524048;

3. Jilin Institute of Physical Education Changchun 130000

Abstract: Since the beginning of 2020, various countries have been influenced by COVID-19 since the whole world, all industries have been seriously negatively affected, and even some social enterprises have disappeared under the influence of the epidemic. In addition to the most affected society, school students are one of the most seriously affected groups. Because of the epidemic, many students are unable to attend classes normally. In this context, college football courses are also limited. Taking micro class as an example, this paper analyzes how to make college football courses continue to develop under the influence of the epidemic.

Keywords: Epidemic situation; College football; Curriculum development

Almost all countries around the world have been affected by the epidemic. Despite the impact, in order to prevent the education of students from being hit again, in order to continue the development of college football courses, some colleges and universities have expanded the development method of football courses by means of the Internet, which is “micro courses”. This paper will analyze how to continue the development of college football courses from the perspective of micro courses.

1. What is micro class

Most people know that wechat is a form of online class, which has not appeared in the actual class in recent years. In fact, micro class is a concept and teaching method introduced from abroad, but the official has not fixed a definition. If you look at micro class from different angles, you will get different concepts. However, no matter from what point of view, micro courses have the characteristics of detailed course content, short duration compared with formal courses and mainly online teaching. Taking the definition of education experts as an example, we can know that micro course is the simplified name of micro video network course. Micro course generally takes short teaching video as the main body of teaching activities, explains a certain knowledge point in the textbook, and carries out a series of teaching activities around a certain knowledge point, but the learning methods tend to be diversified. In the context of the current epidemic, the advantages of micro courses are mainly reflected in the form of classes. All course activities are carried out on the Internet instead of offline, so as to effectively get rid of the impact of the epidemic.^[1]

2. The principle and process of micro course in the process of teaching design

In general, when teachers design micro courses, scientific, practical and innovative meetings are the main design principles. Scientificity is reflected in that the original curriculum needs to be scientific, otherwise the final teaching effect will be out of track. The practicability is reflected in that the micro class is based on improving students' learning ability and enabling students to obtain information more efficiently. The above is to enable students to better learn classroom knowledge and learn how to use it. The innovation lies in that because the micro course itself is an online form and belongs to a learning method that has never been used, it also has a certain interest and can better enable students to invest in learning.

Although micro classes are widely used during the epidemic, the use and research of micro classes in China is still very shallow, and there is no in-depth research on micro classes. Educators should pay more attention to the research of micro curriculum design model and the construction of micro curriculum design model, which is the most important part of the overall micro curriculum research. After a series of studies, it is found that the curriculum design of micro courses is the same as that of ordinary courses. It is necessary to formulate curriculum objectives, design curriculum content, formulate corresponding learning activities, and conduct more appropriate evaluation after class. This is a complete micro course.

3. How to design the course of football micro course in Colleges and Universities

3.1 Analyze the characteristics of learners

In the curriculum design of micro course, learners are the most important part of all learning activities, and the success of instructional design depends on whether the instructional design can match with learners. This needs to analyze whether the starting point of learners can match the teaching design, as well as the characteristics of cognitive development and learning. By integrating the curriculum design with the needs of learners, we can finally consolidate the foundation for the follow-up teaching links.^[3]

3.1.1 Analyze the starting point level of learners

Micro classes are generally carried out among college students in grades 1-3. At this stage, college students' learning ability is partial to autonomy and are more willing to learn independently. Their physical quality and learning ability have reached the peak, and their sports ability is generally more basic. Although they have basic sports ability, they have not carried out special football learning,

football skills are not perfect, and they have not learned systematic football technology theory, so they can't come out in time, which requires college students in grades 1-3 to start from the most basic content.

3.1.2 Analyze the characteristics of learners' cognitive development

Formal operation stage is the basic cognitive development stage of current Grade 1-3 college students. Generally, college students can understand some more abstract concepts, and can also use them flexibly to solve the problems they face by controlling several variables. Their own life experience and learning experience have also been applied to learning, and the memory of knowledge is no longer a simple rote, but a deep-seated memory after analyzing their own advantages and characteristics. From the perspective of thinking, it means adding abstraction and theory to the process of memory. College students have been able to grasp the essence and attributes of food more systematically, and their attention to various things tends to be stable, which can also expand the scope of attention.

3.1.3 Analyze the learning characteristics of learners

College students in grades 1-3 generally have independent and independent learning styles. College football micro class teaching requires teachers to change from a leader to a guide, take students as the main body of curriculum activities, and teachers are programmed by preachers to guide students to conduct in-depth learning. The learning characteristics of college students can also be better highlighted.

3.2 Analyze the teaching objectives of micro course

The theory of teaching goal classification is the theoretical basis of the teaching goal design of college football micro course. Therefore, in order to make the micro course more meet the needs of college students in grades 1-3, it is necessary to explore the cognitive field, action skill field and emotional field involved in the teaching content, so as to take this as the teaching goal. Memorization, comprehension and application are the three main levels of cognitive field in the curriculum goal of college football micro curriculum. Perception, preparation and directed response are the three main levels in the field of motor skills. Acceptance or attention and reaction are two levels in the emotional field.^[3]

Concluding remarks:

To sum up, although the epidemic has greatly affected the progress of college courses, the introduction of micro courses has made college football courses see a glimmer of light. Teaching college football courses in the form of micro courses can not only promote the curriculum reform, but also minimize the impact of the epidemic. In the days afflicted by the epidemic, interesting online methods can also make students more like football courses, and ultimately their learning efficiency will be greatly improved. After the epidemic, students are more willing to devote themselves to sports. At present, China lacks more sports talents. Affected by the epidemic, the cultivation of sports talents has also been shelved. In order to continue to cultivate more sports talents, we must start from the details, optimize the details of teaching activities, and then let more sports talents invest in the national sports cause and continue to struggle for the national sports cause. Let the national sports cause develop to the next stage.

References :

- [1] Yan Yingchun Research on the application of Mu class in college football teaching under the background of post epidemic era [a] Sports culture development center of the State General Administration of sports, China Sports Science Society Abstracts of the fifth Chinese football culture and campus Football Development Conference [C] Sports culture development center of the General Administration of sports of the people's Republic of China, China Sports Science Society, 2021:1
 - [2] Wang Jian, Liu Lin, sun Yongxia Practical application of "online guidance + individual training" mode in high-level football teams [J] Sporting goods and technology, 2020 (22): 29-30,82
 - [3] Han Meng Analysis on the design idea of micro course of football Public Physical Education in Colleges and universities [J] Invention and innovation · vocational education, 2020 (7): 39-40
- Introduction to the first author: Yongfeng Zhao, August 1971, male, Han, Lintao, Gansu Province, master's degree, associate professor, research direction, football teaching theory and practice.

Project support: Overseas famous teacher project of Guangdong Provincial Department of science and technology, Project No.: 2020a1414010187