

Research on the Application of Flipped Classroom in College Physical Education

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Keywords: Flipped Classroom, College Physical Education, Application

Abstract: with the Rapid Development of Internet Information Technology, People's Work and Life Have Changed Dramatically. Internet + Mode Has Penetrated into All Fields. Higher Education is No Exception. Flipped Classroom Teaching Mode is an Effective Embodiment of the Internet + Education Mode, and an Effective Way to Promote the Deep Integration of Information Technology and Higher Education, and to Build an Intelligent Learning Environment. It is a New Attempt to Introduce the Flipped Classroom Teaching Mode into the College Physical Education Reform, Which is the Deep Integration of Information Technology and College Physical Education. It is Also the Inevitable Trend of the Current College Physical Education Reform. It Will Greatly Improve the Quality and Level of College Physical Education, and Build a Set of New and Scientific College Physical Education Teaching System. in This Paper, the Author First Discusses in Detail the Theoretical Basis of the Application of Flipped Classroom in College Physical Education Teaching, and Then Puts Forward Practical Strategies for the Application of Flipped Classroom in College Physical Education Teaching, Hoping to Be Beneficial to the Current Reform of College Physical Education Teaching.

1. Introduction

With the Rapid Development of Internet Information Technology, People's Work and Life Have Changed Dramatically. Internet + Mode Has Penetrated into All Fields. Higher Education is No Exception. the Internet + Mode of Higher Education Reform is Highly Praised by the People in the Industry. Flipped Classroom Teaching Mode is an Effective Way to Promote the Deep Integration of Information Technology and Higher Education Teaching, and to Build an Intelligent Learning Environment. the Introduction of Flipped Classroom Model into College Physical Education is a New Attempt of Deep Integration of Information Technology and College Physical Education. It is Also an Inevitable Trend of Current College Physical Education Reform. the Effective Implementation of Flipped Classroom Will Greatly Improve the Quality and Level of College Physical Education, and Build a New and Scientific College Physical Education Teaching System.

2. Theoretical Basis for the Application of Flipped Classroom in College Physical Education

2.1 Overview of Flipped Classroom Teaching Mode

Flipped classroom teaching mode is also called reverse classroom or reverse classroom teaching mode. In this teaching mode, teachers first dig into teaching difficulties, key points and new knowledge points according to the teaching content before class, and make full use of information technology to create effective teaching video. Students then watch the teaching video in advance according to the teacher's arrangement and use the business time before class to complete the independent learning of teaching knowledge points. In the classroom teaching process, teachers teach students' doubts according to their pre class preview, and let students carry out extensive exchange and discussion, further deepen their knowledge, so that students can fully understand the course content. Finally, in the after class summary evaluation feedback link, teachers can put forward questions through the teaching video or carry out small tests to test students' learning effect.

In the process of college physical education teaching, the introduction of flipped classroom teaching mode can change the current single teaching mode and create more ways of communication for teachers and students.

2.2 The Necessity of the Application of Flipped Classroom in College Physical Education

Internet + education mode is a hot topic in the educational field. Under the background of the Internet, it is a general trend to turn the flipped classroom into college physical education.

First of all, the flipped classroom teaching mode conforms to the current trend of educational reform and development. In the traditional teaching mode, teachers teach in class mechanically and students listen passively. It is difficult to stimulate students' enthusiasm and initiative in learning and improve the quality of teaching. And the flipped classroom teaching mode is to carry out the teaching process by the way of "students' independent learning teaching video, teachers' answering questions and solving doubts, students' practicing and teachers' effective guidance", which fully mobilizes students' learning autonomy. With students as the center, teachers only guide teaching and effectively make up for the defects of traditional teaching mode. Therefore, the introduction of flipped classroom into college physical education is a wise move in line with the trend of higher education teaching reform, which will bring new vitality to college physical education teaching and new experience to teachers and students.

Secondly, the flipped classroom teaching mode can effectively improve the effect of teacher action demonstration. In the process of college physical education, the accuracy and standard degree of teachers' explanation and demonstration of sports skills are extremely important. However, due to the different degree of specialization and physical quality of teachers, there are inevitably some deficiencies in the demonstration of some difficult sports actions. And flipped classroom teaching can effectively solve this problem. Physical education teachers can provide students with beautiful and accurate video materials through teaching videos, so that students can watch and imitate before class, and then teachers can create rich and colorful practice activities in the classroom teaching link in combination with the video to further strengthen the learning effect. Through the flipped classroom teaching mode, students will be able to understand and master the movement more thoroughly.

Third, the flipped classroom teaching mode is in line with the characteristics of contemporary college students. The contemporary college students are fond of the Internet. It can be said that the contemporary college students are a group of the Internet. Virtual network has become a part of college students' study, communication and life. Therefore, the introduction of flipped classroom in college physical education has a wide range of implementation space. Students using mobile terminals for assisted learning can effectively arrange their network time and prevent them from excessive addiction to online games.

3. Specific Strategies of Flipped Classroom in College Physical Education

The implementation of flipped classroom in college physical education is roughly divided into three parts. The first is preparation before class, the second is classroom implementation, and the third is evaluation after class.

3.1 Specific Strategies for the Pre Class Preparation.

Ten minutes in class, ten years after class. The preparation of flipped classroom is very important. The quality of teaching video is directly related to the whole implementation of flipped classroom, and directly affects the success or failure of teaching. Therefore, teachers should pay attention to the preparation of high-quality teaching video. Pay attention to the following points. First, the video should be clear enough for students to see the demonstration process. Second, the video duration is not easy to be too short or too long, and it is appropriate to take five to eight minutes. The time is too short to explain the knowledge points in detail. The time is too long. Too many knowledge points are easy to cause students' boredom, which leads to low learning efficiency. Third, the

teaching video should be accompanied by professional explanations, and the key links of action demonstration should be emphasized.

3.2 Specific Strategies for the Implementation of Classroom Teaching.

Students have learned the teaching knowledge independently by watching the teaching video before class, so teachers should focus on how to further consolidate and improve students' understanding of new knowledge and skills in the implementation of classroom teaching. Pay attention to the following points. First, we should pay attention to the deep combination of theory and practice, deepen the students' understanding of sports actions and improve their practical application ability through various and simple concrete exercises. Second, according to the students' learning level and physical quality, we design specific exercises from simple to complex, and effectively group the students. The group leader of each group is responsible for the exercises of this group. At the same time, the teacher guides each group's learning and practice, carefully observes each student's learning and mastering, corrects in time, and makes practice records.

3.3 The Specific Implementation Strategies of after Class Evaluation.

After class evaluation is the last important link of flipped classroom teaching mode, and also the test link of teaching implementation, which has important guiding significance for further improvement of teaching mode. This link should pay attention to several points. First, through the interaction between students and teachers and students, summarize the feedback on the pre class self-study and classroom teaching implementation. Second, through the demonstration action test of the next classroom teaching, test the students' understanding and application, and form the final evaluation opinion in the form of examination. Thirdly, according to the evaluation results, the design and arrangement of teaching video and classroom implementation are further revised and improved to continuously improve the teaching effect.

4. Conclusion

The flipped classroom teaching mode of college physical education is the product of the deep integration of Internet information technology and traditional teaching mode. It is the new trend of the current college physical education reform, which can fully stimulate students' learning autonomy and significantly improve the quality of physical education teaching. Therefore, making full use of and improving the flipped classroom teaching mode of college physical education is the common direction of college physical education teachers.

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