

Research on the Value of Flipped Classroom Teaching Introduced in the Reform of Physical Education

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Abstract: As a brand-new teaching model, flipped classroom provides new ideas for our education reform, but flipped classroom has not been introduced into the physical education classroom. With an objective attitude, this article analyzes the existing problems in college physical education, flipping the value of introducing physical education into the classroom and the implementation measures.

1. Introduction

The continuous development of information technology has also promoted the enrichment of teaching resources and the diversification of teaching methods. In the traditional teaching environment, the teacher is the master of the classroom and dominates all activities in the classroom. The widespread application of information technology has changed this traditional teaching method, and information education has become an inevitable trend of social development. Flipped classroom is a brand-new education model that uses informatization. Its emergence has aroused widespread concern in the education field. It can effectively solve two core problems in teaching, that is, the teaching progress requires students to master inconsistencies and the general teaching of teachers cannot satisfy the individual development of students. Therefore, flipped classrooms can be actively introduced in teaching to effectively improve teaching efficiency.

2. Introduction to Flipped Classroom

The promoter of Flipped Class is Salman Khan, an American. At the beginning, he recorded a video of his lectures to tutor his nieces and nephews, and achieved very good results, and gained reference and promotion over time. The flipped classroom is very different from the traditional teaching method. It has changed the traditional method in which teachers first explain knowledge, and then students learn the knowledge through practice, which reverses the order. Students first learn the knowledge content through the materials on the Internet, and then discuss and communicate with teachers and classmates in the classroom. Teachers explain the deviations or incomprehensibility of students' understanding, and the teaching process and learning process can be seen from this. It is upside down, so it is called a flipped classroom. This teaching mode can give full play to students' subjective initiative, encourage students to actively acquire knowledge, and increase their interest in learning.

3. Problems in Physical Education At This Stage

In today's educational environment, teachers only impart knowledge in accordance with the syllabus. The purpose is to impart all the knowledge content required by teaching to students, while ignoring the individual development of students. Although most educators have also discovered this problem, they have not found a good solution. The same is true for physical education. In physical education, teachers spend most of the time explaining and demonstrating the main points of physical education to students according to the teaching content. There is very little time left for students to practice on their own, and even physical education classes in some universities become

free. In activity classes, it is difficult for students to master real sports skills in class. On the other hand, physical education has higher requirements for students' physical fitness. Students' physical fitness is different, and their mastery of physical skills is also different. In the process of teaching, teachers did not consider the differences between students and formulated the same teaching strategies. , It is difficult to take care of all students and affect the individual development of students.

In China's education system, physical education has always existed as an auxiliary teaching tool, and physical performance is not considered as a criterion for the college entrance examination. On the other hand, the mastery of physical skills has a great relationship with the physical fitness of students, and there is no physical talent. No matter how hard it is, it is difficult for the students to get better results, so most students are not interested. It's even more the same for college students. The students didn't develop good exercise habits when they disbanded from elementary and middle schools, and they couldn't get interested in learning sports after they arrived at college. Furthermore, college students are all adults, and the various functions of the body have been fully developed and no longer have the plasticity of sports functions. The establishment of college physical education courses generally emphasizes theoretical knowledge and ignores practical operations. It only emphasizes how to let students learn the essentials of knowledge, and does not pay attention to the needs of students in terms of emotion, personality, attitude, etc. Therefore, students are not interested in physical education.

The same is true on college campuses. The only criterion for judging students is their grades. However, the university score requirements are relatively broad, usually 60 points. If you fail to pass the test, you will face the situation of make-up or retake. Therefore, students pay too much attention to scores. Teachers are the same. They only value the students' final grades and ignore the students' performance in class for a semester. The teacher is the only subject of the judgment, and the link of student evaluation and parent mutual evaluation is not introduced, which seriously frustrates the enthusiasm of students in learning.

4. The Value of Introducing Physical Education into Flipped Classroom

In school teaching activities, we must first establish a people-oriented education concept, fully respect the individual development of students, and allow students to accept cultural knowledge in a relaxed teaching environment. Flipped classroom is a brand-new teaching model and fully respects the teaching philosophy. It regards students as the main body of teaching, provides students with a relaxed and free external learning environment, and attaches great importance to individual differences of students to formulate suitable for student development Teaching strategies. The teaching practice of flipped teaching is also more flexible and is not limited by traditional teaching time. Students can watch video materials repeatedly according to their mastery of sports knowledge. Unlike traditional teaching activities, classroom explanations are only limited to a short period of time. In one of the classes, students were given full respect and freedom. In class, teachers and classmates conduct hot-spot discussions on knowledge that cannot be understood or deviated in understanding until the students fully grasp the knowledge. The introduction of flipped classrooms not only enhances students' initiative in learning, respects students' individual differences, but also improves students' interest in learning and enhances learning efficiency.

In the traditional teaching method, the physical education classroom is centered on the teacher, and the teacher is the master of the entire classroom. Flipped classroom completely subverts this teaching concept. Teachers are no longer the main body of teaching activities, but the main body status of students. In the teaching process, first let students watch videos for autonomous learning before class, discuss knowledge between teachers and students in class, and arrange related practical activities to consolidate sports knowledge. Flipped classroom makes full use of the advantages of the Internet. Through online learning, students' interest in learning can be increased, and the relationship between teachers and students can be enhanced through teacher-student exchanges. It can fully cultivate students' sports hobbies, allow students to actively participate in physical exercises, and enhance their physical fitness.

The teaching model of the flipped classroom makes the evaluation of physical education more reasonable. The teacher is no longer a single evaluation subject, and parents and students can also participate in the evaluation activities. Because the part of students watching videos for autonomous students is out of class, parents can do a good job of guiding and supervising. Through the interaction between students in class, students will also form a basic impression, so students can also participate in judging activities. In this way, students' sports performance can not only be based on pure scores, but also integrate their usual performance. Mutual evaluation between students can increase the feelings between students, form a good learning atmosphere to promote learning, and make the evaluation of physical education more scientific and reasonable.

5. The Implementation Strategy of Flipped Classroom in Physical Education Activities

As a brand-new educational concept, the flipped classroom has a positive effect on teaching activities. The implementation of flipped classroom needs the support of networked teaching. As far as the current situation is concerned, only some areas in the United States have begun to use flipped classrooms, and most areas have not yet become popular. Educational scholars in my country have also recognized the positive significance of flipped classrooms for teaching and can effectively improve teaching efficiency. However, due to limited external conditions, it has not really been carried out. Therefore, if you want to truly implement a flipped classroom, you must build a well-equipped networked classroom. Teachers must also improve their informatization level and be able to record wonderful teaching materials to facilitate students' online learning.

Flipped classroom encourages students to use videos for self-learning before class. They can watch the content of interest repeatedly, and then discuss and research in class. Therefore, the development of sports flipped classroom requires the physical education teachers to provide abundant video resources. At this stage, with the popularity of networking, there are many resources on physical education on the Internet, but not all of them can meet the needs of teaching. This requires physical education teachers to improve their own level and be able to find suitable content for students at this stage in the numerous courseware. The quality of video resources provided by teachers will directly affect students' learning effects. At the same time, as a university physical education teacher, you can also record video resources by yourself, so that it can adapt to the teaching requirements well, and it will also increase the students' interest in learning and facilitate the students to accept and master.

Flipped classroom relies on an information-based online education platform, which requires students to have strong autonomy and be able to independently complete the learning process. However, due to individual differences, students have different attitudes towards learning. In addition to the rich extracurricular activities of college students, whether there is enough time for off-class learning is a question we should consider. Therefore, in order to make good use of flipped classrooms and give full play to the effectiveness of flipped classrooms, we must first correct students' thinking and understanding, let them attach importance to learning from their hearts, and develop the habit of independent learning, so as to achieve ideal learning results.

The effectiveness of the flipped classroom model in physical education must be carried out on the basis of a consolidated information environment. Without such basic conditions, the flipped classroom teaching model will be difficult to show its advantages. The video production in the early stage of sports courses, the sending of video materials on the platform, the online viewing of student videos, and the discussion of the actual sports video content between teachers and students all need to be carried out with the support of information technology. Specifically, the information technology system used in the sports flipped classroom is composed of two parts: a software system and a hardware system. The hardware system mainly includes: the equipment resources needed for physical education teacher education and teaching, which is the basis for the creation of sports video content, terminal equipment with networking functions, a network environment that ensures good online playback effects, and ensures that various functions can be realized RAM. The software system mentioned mainly involves: a network platform for physical education, where teachers and students can freely interact, express opinions and suggestions, upload corresponding sports video

materials or learning materials, and form an effective feedback mechanism. Ensure that online interactions develop in the direction of stability and sustainability. That is to say, in the process of constructing the flipped classroom system of physical education, colleges and universities must first ensure the establishment of a solid system foundation, and the system of these two dimensions must be set in accordance with the requirements of actual college physical education teaching, and established A continuous system support mechanism can set the tone for the subsequent use of the benefits of the flipped classroom model.

To implement and implement the flipped classroom model, physical education teachers must have the teaching ability and quality of flipped classrooms. Although teachers are no longer in a dominant position, their guidance and organizational effectiveness in the entire flipped classroom are crucial. The teaching quality of PE teachers' flipped classroom is in a poor state, which will cause harm to the sustainable development of the actual flipped classroom teaching mode. In this regard, the self-quality that physical education teachers need to pay attention to mainly involves the following content: First, it is necessary to establish the correct concept of the flipped classroom framework, that is to say, to achieve the reshaping of the physical education goals of colleges and universities, and to establish the flip from a systematic perspective The classroom teaching pattern, combined with the actual status of physical education in colleges and universities, the current distribution of physical education courses, and the reform of physical education in colleges and universities to weigh, realize the finalization of the corresponding college sports flipped classroom framework. Second, physical education teachers must rely on various training or self-study activities to improve their own micro-video production skills, know how to expand the content of micro-videos, grasp the key and difficult points of sports topics, and use more video processing technologies to show more Attractive content, which makes actual micro-videos more attractive to students. Third, physical education teachers need to exercise their own classroom organization ability, weighing them from the dimensions of information overall analysis, the dimensions of the organization of learning activities, the dimensions of the learning evaluation of physical knowledge, and the dimensions of effective interaction between teachers and students. Ensure that the actual classroom organization develops and progresses in a more efficient direction. Fourth, physical education teachers also need to have the quality of the overall curriculum design, to achieve the control of the course time, can not take up too much, and can not set too little time, and in the quantitative assignment of work tasks, they need to be as refined as possible. To ensure the rationality of the distribution, the actual situation of different students should be combined to realize the reasonable arrangement of students' study time, which makes the design of the actual flipped classroom move in a more scientific and rational direction.

6. Conclusion

The reform of physical education in colleges and universities is constantly advancing. In this process, many sports educators have coordinated and integrated, and they will inevitably find more diversified sports teaching strategies. These teaching strategies will guide the physical education teaching in colleges and universities. Towards a high-quality development, the flipped classroom teaching model is an important model, and it is worth integrating it into the actual physical education classroom. For physical education workers, it is necessary to take a correct view of the teaching value of flipped classrooms, and then take various measures to consolidate the information system foundation of flipped classrooms, improve the information literacy and ability of teachers and students, and ensure that they can be in a good information platform Realize education and teaching content, education and teaching initiative, education and teaching evaluation, major adjustments in education and teaching methods.

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