A Study on the Value and Problems of the Introduction of Flipping Classroom Teaching in Colleges and Universities

Xianpeng Dai

School Of Physical Education, Liaoning Normal University, Dalian, Liaoning, 116029, China

dxpdl@163.com

Keywords: College Sports, Flipping Classroom, Value and Problems

Abstract: Flipping classroom is a new teaching mode which can provide new ideas to educational reform, and this teaching mode can realize the enhancement of teaching efficiency to a certain extent. However, in the physical education class in colleges and universities, it is not introduced into the flipped classroom teaching. Based on this, this paper will study the problems existing in college physical education and the teaching value of flipping classroom in physical education teaching, so as to promote the effective improvement of physical education teaching quality in colleges and universities.

1. Introduction

Information technology not only enriches the teaching resources of colleges and universities, but also diversifys the teaching methods. In the traditional teaching classroom, the teacher is the master of all activities in the classroom. One of the ways to eliminate the influence of this teaching method to a certain extent is the extensive application of information technology, and with the rapid development of information technology, education informatization has become the inevitable trend of today's society[1]. In this trend, flipping classroom is a new mode of education, which can not only solve the situation of students' inconsistent knowledge, but also satisfy students' personality development. Therefore, in such a situation, it is necessary to introduce the flipped classroom actively in the physical education teaching in colleges and universities, so as to improve the efficiency of physical education teaching and achieve the high efficiency of students' physical education knowledge and skills.

2. Problems in Physical Education Teaching in Colleges and Universities

2.1. Missing Personalization

In today's educational environment, most college teachers are only based on the teaching of knowledge in the syllabus, the teaching of all the content of the students, such a teaching method can not effectively develop the individual personality of students. And because there is no good way to solve this situation, even if many educators find this problem, they still choose to adhere to the traditional teaching methods. In addition, most of the time in physical education teaching in colleges and universities, teachers explain and demonstrate the key points and skills of sports movements to students based on the content of teaching, but rarely give students the time to practice independently, even because of the numerous courses of college students, which directly makes the physical education class become students' free activity class. On the other hand, the requirements of physical education for students' physical quality are also relatively high, different students' physical quality will also be different, then the sports skills are naturally not the same. However, in the process of explaining PE teachers in colleges and universities, the differences among students are not taken into account, which makes it impossible to give consideration to each student's physical education, so that there is a situation that has an impact on the individualized development of students in physical education teaching.

Copyright © (2020) Francis Academic Press, UK DOI: 10.25236/acetl.2020.171

2.2. Students Lose Interest in Physical Education

Physical education has always been the auxiliary teaching in the educational system of our country, and its examination results are not the standard to consider the college entrance examination. Therefore, most college students have lost their enthusiasm for physical education. On the other hand, students' physical quality, sports talent and so on are closely related to students' mastery of sports skills. Generally speaking, even if students work hard enough, if they do not have the corresponding sports talent, it is difficult to achieve the acquisition of excellent sports results, which naturally makes most college students lose their interest in sports learning. Furthermore, most college students don't have good sports habits and sports consciousness from childhood, so they do n' t have the corresponding sports study habits in the physical education study after growing up, so they can not be interested in sports study naturally[2]. In addition, most of the college students are adults, their body functions and so on have been fully developed, no longer like primary and middle school students as the body function plasticity is relatively strong, plus most of the physical education courses only pay attention to theoretical knowledge, and the practice of neglecting, so that students only know the main points of knowledge and do not know sports emotion, personality and attitude, and then the situation of physical education teaching is inefficient.

2.3. A Single Subject of Judgment Has Frustrated Students' Enthusiasm for Learning

The criterion given by college teachers to students is the students' final achievement. If the students fail in the final exam, then they need to make up or make up the course. Too much attention to results like this, and the performance of students throughout the semester to ignore the situation, students will also pay too much attention to grades, naturally will not care whether or not to really master practical skills. Moreover, the only subject to judge the students is the teacher, in the process of judging, the teacher neither introduces the evaluation of the students, nor introduces the evaluation of the parents, which makes the students have a serious frustration in the case of the unilateral evaluation of the teachers, and then has a serious impact on the enthusiasm of the students, and naturally can not achieve the effective improvement of the teaching effect of physical education in colleges and universities.

Figure 1 University teachers

3. The Value of Introducing the Flipped Classroom Teaching in College Physical Education

3.1. The Individualized Development of Students Can be Fully Respected in Physical Education Activities

In the physical education activities of colleges and universities, teachers need to set up the people-oriented educational thought first, and give sufficient respect to the students' individualized development under the condition of creating a loose teaching environment, so as to realize the students' acceptance of the knowledge of sports theory. In college physical education, we can fully practice and respect this teaching idea by introducing the turning classroom teaching mode. The turning classroom teaching mode is student-oriented, which can provide students with a relaxed and free learning environment, and pay attention to the individual differences of students, and realize

the formulation of teaching strategies more consistent with the development of students. The teaching practice of flipping classroom is also more flexible than traditional teaching, which can let students watch the relevant video materials repeatedly on the basis of their own knowledge of physical education without teaching time limit, which gives students a great degree of respect for the freedom of learning. In addition, in the mode of flipping classroom teaching, PE teachers and students can also discuss the relevant sports knowledge and skills on the basis of the knowledge that can not understand or understand the deviation, until the students can fully master the knowledge and skills of sports. In a word, introducing into the flipped classroom in college sports can not only enhance the students' learning initiative, but also give respect and attention to the students' individualized differences, so as to enhance the students' interest in learning and achieve the goal of increasing the efficiency of physical education learning[3].

3.2. May Change Students' Attitude Towards to Teachers

Teachers are the center of classroom teaching is the traditional concept of physical education classroom teaching, in such a teaching concept, teachers are the master of the classroom. And the flipping classroom completely subverts the teaching concept, and then adapts to the modern educational concept. In the flipping classroom, the main body of the teaching activities is no longer the teacher, but the student, so the teacher should give full play to the main position of the students in the teaching, and guide the students to watch the relevant sports video before class, and then the teacher can make the students learn and discuss independently based on the sports knowledge that the students watch in the classroom, and then the teacher can arrange the relevant sports practice activities for the students to realize the strong consolidation of the sports knowledge of the students themselves. In addition, because the flipping classroom can make full use of the advantages of the Internet, it can gradually increase the students' interest in learning through the students' online learning, and can promote the interaction and communication between students and teachers through the convenience of flipping classroom, so that the students' sports hobbies can be cultivated under the condition that the feelings between teachers and students can be enhanced, and then the students' physical fitness can be improved effectively when the students' physical exercise is strengthened.

3.3. Various Forms of Criteria May be Adopted

The evaluation of physical education teaching in colleges and universities can also be one of the values of flipping classroom teaching mode in college physical education teaching. In the flipping classroom teaching, because the students can watch and study the relevant video after class, the supervision and guidance of the parents of the students can be fully brought into play. And in class, students can communicate with each other to deepen the impression of other students, and then the evaluation of students can be included in the evaluation activities. In such a way, students' physical performance is no longer a simple score, but can include the student's usual performance. In this way, we can not only perfect the evaluation criteria, but also strengthen the feelings between the students, so that we can improve the scientific rationality of the evaluation of physical education in colleges and universities in such a good learning atmosphere.

Figure 2 Flipping classroom teaching

4. The Implementation Strategy of Flipping Classroom in College Physical Education

Flipping classroom as a new educational concept, not only need to get the support of network teaching, but also need PE teachers to be able to find out the excellent video resources, but also to use it to enhance students' learning autonomy. Only by establishing the well-equipped network classroom and improving the information level of the teachers can the wonderful teaching materials be recorded and the students' online learning be convenient and helpful. Looking for excellent video resources, PE teachers can guide students, let students learn autonomously by watching relevant videos before class, and discuss and study the contents of which are of interest. In this process, the physical education teachers can be based on the teaching needs and the students' actual learning situation, and the video resources that are consistent with the students' learning content at this stage can be found and broadcast[4]. Or when necessary, college PE teachers can also use their own ability, as well as the understanding of sports knowledge and skills, to record the video. This can not only adapt to the teaching requirements, but also arouse students' interest in learning, so as to provide a guarantee for students to accept and master sports knowledge. In addition, PE teachers in colleges and universities need to make use of the information online education platform to create the flipped classroom and guide the students to study independently. In this process, the teacher should first give full play to the role and value of the flipped classroom, and then correct the students' ideological cognition of the flipped classroom and the physical education curriculum, so that the students can really attach importance to the study of the physical education curriculum, so as to realize the acquisition of the ideal physical education learning effect while cultivating the students' independent learning habits.

Figure 3 Flipping class

5. Conclusion

All in all, the role of flipping classroom in physical education teaching is very important. Therefore, college PE teachers should exert all their value and effectiveness to the maximum extent in order to achieve the purpose of improving the quality and effect of physical education activities.

References

[1] Wang, Meifang. The implementation of flipping classroom in physical education teaching in colleges and universities. Encyclopedia Knowledge, no. 36, pp. 48-49, 2019.

[2] Duan, Guangming. A study on the construction of "flipping classroom" mode in physical education teaching in colleges and universities. Contemporary Sports Technologies, vol. 9, no. 30, pp. 161,163, 2019.

[3] Liu, Yao. The application value of flipping classroom in college physical education. Contemporary Sports Science and Technology, vol. 7, no. 29, pp. 146-147, 2019.

[4] Jiang Rui. The application value and strategy of "flipping classroom" in physical education teaching in colleges and universities. Sports Time and Space, no. 1, pp. 77, 2017.