

Discussion on Flipped Classroom Teaching of Physical Education in Higher Vocational Colleges

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Abstract: In the flipped classroom teaching of physical education in higher vocational colleges, practice class and network class can be integrated into a whole, which can effectively promote the development of students' autonomous learning activities, promote the informatization level of physical education teachers, improve the traditional teaching methods, and make contributions to the stable and harmonious development of physical education teaching resources. According to the specific situation of physical education in higher vocational colleges in China, this paper points out the main characteristics of flipped classroom, analyzes the important role of flipped classroom and formulates the specific measures of flipped classroom teaching in higher vocational physical education.

1. Introduction

The development of educational activities in higher vocational colleges is mainly to supply more excellent practical talents to the society. However, the development of various activities is inseparable from a healthy body. To help students better go into the future study, life and work, it is necessary to focus on the teaching activities of physical education, use the teaching activities of physical education to help students develop sports habits, promote the good development of students' body and mind, and help students better adapt to the society. The flipped classroom teaching mode can better adapt to the current social condition, and help the smooth completion of physical education teaching objectives.

2. Main Characteristics of Flipped Classroom

2.1 Optimization of Resources

In the traditional physical education teaching, teaching materials are the main teaching resources. The flipped classroom mode has the optimal teaching resources. Teachers will not only make use of teaching materials, but also make relevant videos, PPT, animation and other content according to the specific teaching content, to make teaching resources more vivid, fully mobilize students' interest in sports learning, and make students' horizons more open.

2.2 Informatization of Technology

In the flipped classroom, through the network teaching platform, the pre-class teaching activities can be successfully completed. According to the relevant teaching resources, teachers will seriously carry out the relevant production, collation and upload activities, and on this basis, they will also deal with students' problems in learning online, and design online testing and evaluation activities. The above work is inseparable from the information terminal equipment and technology. Therefore, the most prominent feature of flipped classroom is the informatization of technology.

2.3 Duality of Platform

For a long time, in China's physical education teaching activities, there is only physical education classroom as the only teaching platform, which greatly affects the improvement of

students' learning level. In the flipped classroom, the online sports teaching platform is added to turn the students' sports teaching platform into two parts. Through the integration of online sports teaching platform, students' diversified learning needs can be met, and the learning efficiency and quality of sports classroom can be improved.

3. Important Role of Flipped Classroom in Higher Vocational Physical Education

In higher vocational physical education teaching activities, using flipped classroom can break the restrictions of traditional classroom space, and promote students' learning space to become wider. Whether in the dormitory or in the study room, students can develop relevant learning activities. Due to the fast progress of China's social economy, information technology is changing greatly, and the Internet and smart phones have deeply penetrated into students' life, helping students carry out relevant learning activities at will. The network teaching platform can effectively use students' spare time, stimulate students' interest in learning, effectively reflect the main role of students, and accelerate the development of teaching activities. The flipped classroom contains a variety of network teaching resources, making the teaching content richer and helping students to further understand the teacher's explanation activities, and enhancing the accuracy of the action representation constructed by students. Especially in the process of demonstrating decomposition actions, it can significantly improve the standardization of the demonstration, which can help to develop students' learning activities. In this way, more time can be reserved for the practice, correction and evaluation activities of movements, which can extend the students' practice time and help to improve the practice effect. The teacher's careful inspection and guidance activities can improve the standardization of students' technical movements, strengthen the communication and interaction between teachers and students, and improve the students' learning quality.

4. Specific Measures of Flipped Classroom Teaching of Physical Education in Higher Vocational Colleges

4.1 Carry out Preparation Before Class

In higher vocational physical education teaching activities, teachers need to carry out preparatory activities, design relevant teaching plans in advance, ensure the scientificity of the designed teaching plans, and fully use classroom time. In the process of online class recording activities, the division of video activities can base on the teaching content, and the length of each video should not exceed 10 minutes. In order to help students to devote themselves to learning activities, the segmented form can be used to carry out recording activities if the classroom teaching content is much. For example, when teaching basketball shooting, teachers can systematically divide the relevant teaching content according to the three-step shooting steps, and each step of the system should be equipped with video. On this basis, they can use audio and pictures to carry out explanation activities for the relevant content, and use the changes of voice and intonation to help students understand the key and difficult points. At the same time, as for the teaching resources used in teaching activities, PE teachers should also carry out relevant sorting and integration activities in advance, closely link teaching resources with classroom content, and accelerate the development of students' autonomous learning activities.

4.2 Pay Attention to Learning Teaching Process

Before the formal start of physical education teaching activities, through the relevant preview activities, students have generally mastered the teaching content, which can reduce the teaching time. In autonomous learning activities, students are familiar with the key points and difficulties of teaching content. On this basis, teachers can give full play to their leading role, divide the whole class into several learning groups, and require students to carry out group discussion activities. This can strengthen the communication and interaction between group members, and promote students' sense of unity. When students are discussing, teachers can walk into students, show their own guiding role, pay attention to carrying out relevant communication activities with students, and

systematically explain the problems existing in students' discussion activities, so as to strengthen students' understanding and mastery of knowledge content. Because individuals have certain differences, facing different students, teachers should teach students in accordance with their aptitude, and constantly enhance the pertinence of teaching content. According to the opinions and suggestions put forward by students, teachers should listen carefully and give affirmation to students, so as to make the relationship between teachers and students more democratic and ensure the smooth completion of classroom teaching activities.

4.3 Strengthen after-Class Consolidation Activities

In order to consolidate the sports skills, students should also review the relevant knowledge after the classroom teaching activities. If there are doubts or omissions, students can consolidate their knowledge through relevant teaching videos and learning notes. At the end of the review activities, if students still have doubts, they should seek the help of teachers at the first time to ensure that the relevant problems are handled in time. In the classroom teaching activities, teachers should strengthen the communication with students. In view of students' suggestions on teaching work, teachers can adopt them scientifically, and pay attention to the improvement of classroom teaching content and form. After class explanation, teachers should also focus on teaching reflection, use the implementation of teaching plan to test the quality of teaching, and closely connect with the problems raised by students, carry out summary activities for the defects in the teaching process, continuously improve the teaching content, and accumulate more experience for the follow-up teaching work.

4.4 Improve the Current Evaluation Mechanism

When carrying out flipped classroom teaching activities of physical education in higher vocational colleges, in view of the current evaluation mechanism of physical education curriculum, we should carry out relevant sound activities. As for the subject of evaluation, in addition to physical education teachers, team members and students themselves should also be involved. The results of learning evaluation mainly include personal evaluation, group evaluation and the evaluation of physical education teachers, constantly enhancing the systematicness of learning evaluation results. As for the evaluation content, in the specific assessment content, sports skills and knowledge are still in the main position. However, in terms of specific assessment activities, in addition to the relevant knowledge and skills scoring standards, teachers should also consider the progress of students. The final evaluation results should also be related to students' daily performance, online learning situation, group achievement display and so on. In a word, in the specific sports evaluation activities, it is necessary to deeply implement the idea of people-oriented, and enhance the fairness and objectivity of the evaluation results.

4.5 Improve Teachers' Comprehensive Quality

When using flipped classroom mode to carry out higher vocational sports teaching activities, physical education teachers should transform their traditional ideas, keep up with the pace of social development, ensure the smooth completion of the role conversion work, give full play to their leading role, seriously carry out classroom design activities, help students master more knowledge, and highly respect students' dominant role. Teachers should also pay attention to carrying out relevant learning activities to enrich their professional knowledge, master more and more information technology to speed up the implementation of flipped classroom.

5. Conclusion

In the face of the Internet plus educational environment, modern information technology has been applied in physical education teaching, and has played a good role in promoting it. But it puts forward more strict requirements for physical education activities. Due to the progress of information technology, flipped classroom teaching mode came into being and has been widely applied in the teaching of various disciplines, and physical education in higher vocational colleges

is no exception. To reflect the important value of flipped classroom teaching mode, schools and teachers should focus more on it and seriously carry out relevant research and exploration activities, so as to accelerate the progress of physical education teaching and make important contributions to China's physical education.

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