

# **Analysis on the Application Research of Flipped Classroom in College Physical Education**

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**Abstract:** In the teaching reform, college physical education has exposed many drawbacks, one of which shows that the traditional sports model cannot meet the needs of the development of the times. Under this circumstance, "Flipped Classroom" was introduced into college physical education as a new teaching concept, in order to be able to innovate and improve the original teaching mode. This paper focuses on the current situation of college physical education teaching, and carries out the application research of flipped classroom, hoping to better promote the development of college physical education.

## **1. Introduction**

Implementing teaching reform and improving teaching quality is the focus of college teaching. Improving the quality of classroom teaching in colleges and universities is an indispensable part of the teaching reform in colleges and universities. The flipping classroom is an open teaching mode that arises in the period of quality education. Under the flipping classroom mode, teachers use the integrated forms of tools such as network video tools, Internet resources and electronic multimedia to make students no longer subject to traditional teaching mode. Constraints, thus providing students with sufficient space, time and materials for the physical education process [1]. At present, the main problem facing college physical education reform is that students are not interested in college physical education curriculum, and few students actively participate in sports activities. The flipping classroom can effectively solve this problem. Based on modern multimedia video, it changes the traditional boring teaching mode, makes teaching ideas and teaching actions novel, creates a unique teaching atmosphere, and truly achieves "teaching students according to their aptitude". . To this end, it is necessary to introduce a flip classroom in college physical education.

## **2. The problems in college physical education**

### **2.1 The combination of theoretical knowledge and practice is not reasonable enough.**

Although many universities allow students to choose different physical education courses according to their hobbies and interests, after class, they find that teachers spend most of their time expounding the theoretical knowledge of sports, or teachers are doing demonstrations [1]. Let the students follow the study, or after the demonstration, assign tasks to the students, and let them leave. Students may have doubts about the teacher's explanation. When imitating the teacher's physical exercise, there will be phenomena such as irregular movements, wrong movements, and lazy do not want to practice. This not only reduces the effect of physical education, but sometimes causes irregular movements or Injury occurs in excessive exercise [1]. Moreover, the explanation of too much theoretical knowledge will also reduce students' enthusiasm and participation in sports, and the classroom atmosphere is not angry or even suppressed.

### **2.2 Physical training lacks relevance and effectiveness.**

In the physical education class, the teacher will first demonstrate for the classmates. When the teacher is doing the demonstration, it is usually standing in front of the students' well-arranged team,

or everyone is surrounded by a circle, and the classroom is standing in the circle. Due to the distance or the blockage of the person in front, students standing behind or outside the circle can easily see or see the teacher's demonstration movements [2]. When practicing, it is easy to make mistakes, plus the teacher does not pay attention to the students. The training, or the student's own practice guidance, will make the students practice in accordance with the wrong movements, and it is very likely to accidentally hurt themselves. Students will also relax because they feel that the teacher does not care, and reduce the emphasis on physical education.

Moreover, different students have different physical and physical sports abilities. The same physical activities, some students learn fast, some learn slowly, usually teachers prefer students who learn quickly, while students who are slow to learn, In the long run, it will combat the self-esteem and self-confidence of this part of the students [2].

### **2.3 The absence of physical education classes is more serious.**

No matter what kind of course, it is easy to encounter the phenomenon of students absent from school, the teacher's requirements are not strict, or the students' lazy attitude will cause students to miss classes. University physical education courses are particularly prone to such problems [1]. Due to the large capacity of the course and the large number of physical education classes, some outdoor physical education courses usually skip this part of the name because of time or weather restrictions. Some students do not have any "cost" for taking the absence of class. Come to class, or find someone to take a vacation, these students who are absent from class will appear to lag behind other students in the next physical education course or test, and even nothing will happen, seriously affecting the smooth development of physical education curriculum. .

## **3. The flipping classroom features**

### **3.1 Flip the classroom overview.**

The flipping classroom is also called "reversing the classroom" and "turning the classroom". It is a new teaching mode. The so-called "flip classroom" actually refers to the completion of teaching through information technology, and then using face-to-face courses and teacher-student information interaction platform. Internalization of knowledge reverses the learning process and the teaching process [3]. Introducing the flipping classroom in college sports is actually the teacher making some learning videos, teaching video frequency, and then publishing on the network, and the arrangement of learning tasks, to facilitate students to learn according to their actual situation, and then in cooperation and exchange. After completing these procedures, the actual teaching course is explained. The teacher guides and helps the students according to the students' learning situation, communication situation and problem solving situation.

### **3.2 The advantage of flipping the classroom.**

1) Flip help students. Student union work, volunteers, training, competitions, performances, etc. often make it impossible for some students to sit quietly and listen to the teacher. Therefore, these students are in great need of the content of the course that can be quickly delivered so as not to miss the study when they are busy [3]. Obviously, flipping the classroom can provide a great opportunity. Its great flexibility allows them to arrange their own busy schedules - you can learn in advance or make up afterwards, so that the courses and activities are correct.

2) Flip can help students who have difficulty learning. In the traditional classroom teaching methods, the students who are most concerned about the most are the best and the brightest students. They actively raise their hands in the classroom to respond or ask great questions [2]. At the same time, other students are passively listening to or even failing to keep up with the progress of the teacher. The introduction of the flipping classroom changed all of this, and the most exciting thing for students was the ability to pause, rewind, and replay lecture videos until they understood them.

3) Flip to increase classroom interaction. Teachers can communicate one-on-one with students, or they can bring together students who have doubts to give a small lecture or presentation. Obviously,

teachers have more time to interact with students than ever before, rather than performing on the podium. At the same time, there is more interaction between students. When the teacher is busy talking to a certain class of students, the students develop their own cooperation team. Students help each other learn, rather than relying on the teacher as the only knowledge disseminator. The invisible flipping classroom helps us form a learning culture. That is, students no longer take learning as a task, but a self-required and meaningful activity.

4) Flip to let the teacher know more about the student. A good teacher can always build a good relationship with the students. Flipping the classroom allows teachers to spend more time with the students, so they can better understand the students, know more clearly who has difficulty learning, who can quickly master the learning content and benefit from some additional challenging work. Further, we can also understand the lives of students. And have the opportunity to identify where they need help, or to identify and track their potential problems [3].

5) Flip can realize individualized learning of students. Each student has different learning abilities and interests. The traditional teaching unified classroom can not really layer teaching, flipping the classroom can truly achieve layered teaching, each student can learn at their own pace. Students with fast learning can master more difficult course content, while students with slower speed can learn repeatedly and seek help from teachers. The initial flipping class still requires students to watch the same video the same night and return to the course to complete the same activity or assignment [4].

#### **4. The feasibility and necessity of flipping classroom application in college physical education**

##### **4.1 The feasibility of flipping the classroom teaching mode.**

With the popularity of the Internet, for today's students, they can watch instructional videos, teach audio or read related e-books at any time, anywhere. While watching, when they have doubts, they can also easily access the information online to check for missing vacancies. Even if students don't study together, a well-developed social network can ensure that students communicate and discuss with other students who are studying the same course through the Internet [4].

In addition, most of the current students also like this kind of learning, time and place can be arranged by themselves, and students can choose to spend more time to study, so most students will support this new teaching mode. Facilitate the development of the course.

##### **4.2 The necessity of flipping the classroom teaching mode.**

Physical education consists of two parts, namely, the teaching of sports theory knowledge and related practical teaching. However, there is far less class time in sports teaching in China than in other courses. Another problem that comes with it is the lack of students' practice time. Sports are more practice-oriented than theoretical knowledge, but often students are after class [5]. It's hard to take the time to practice sports, so it's especially important to improve classroom utilization.

For students, after class, they can arrange the time and place of sports related theoretical knowledge through different teaching videos. This freedom can strengthen students' enthusiasm; students can put more spare time on practice because of sports. The nature of the course requires a high level of practice for students.

For teachers, flipping the classroom teaching mode allows students to learn more realistically through practice. This model enhances the quantity and quality of classroom interactions and really trains students. When students practice independently, teachers can watch and guide students from the side. When students have problems, teachers can also correct them in time, which increases the frequency and time of mutual communication between teachers and students. The teacher's own enthusiasm for teaching has also been driven to form a virtuous circle.

#### **5. The application of flipping classroom in physical education**

##### **5.1 Build a virtual information teaching platform.**

In the process of physical education teaching, it is necessary to build a virtual information teaching

platform, which is also the premise and guarantee for the practical effect of flipping classroom application. The virtual information teaching platform mainly covers the basic modules such as teaching content, teacher-student interaction, online testing, learning tracking, dynamic monitoring and evaluation summary. Physical education teachers can use the virtual information platform to upload learning videos, audio, PPT and other materials, and can communicate and interact with students online to solve the puzzles and problems encountered during the students' learning process. Students can learn from their own learning situations. Download the learning materials on the platform, and ask the teachers in time for questions that they do not understand, in order to achieve the purpose of enhancing learning effectiveness [4].

## **5.2 Innovative teaching evaluation mechanism.**

The classroom teaching assessment is also an important factor in the classroom teaching effect. After the construction of the online curriculum-centered teaching system, schools and teachers need to pay attention to the investment and team training of distance education, and help students improve their learning efficiency on the basis of guiding students to improve their learning methods. The clarification of the assessment requirements is a problem that teachers can't ignore after applying the classroom teaching mode to the classroom teaching. In view of the diversity characteristics of physical education content, schools need to effectively coordinate the teaching time of physical education curriculum, and enrich the teaching content with network technology [5]. The construction of the diversified evaluation system is an important measure to optimize the evaluation mechanism and assessment criteria of the physical education classroom. In the aspects of evaluation subject, evaluation content and evaluation method, it is helpful to improve the evaluation mechanism of physical education classroom teaching, which is helpful for the optimization of physical education classroom teaching.

## **5.3 Pay attention to the cultivation of professional talents.**

The reform of physical education teaching model is the same as the reform of other curriculum teaching, and all of them require effective support of human resources. In other words, talents are the basic guarantee and prerequisite for the improvement and innovation of all educational teaching models. Under the background of the Internet and information technology, the flipping classroom teaching model came into being. As an advanced teaching concept and innovative teaching method, physical education teachers must have professional skills and good comprehensive qualities. At the same time, as the constructor, designer, user and supervisor of the virtual information platform, the physical education teacher is also the designer of the classroom teaching content, the organizer of the teaching activities and the evaluator of the teaching effectiveness. Therefore, in the process of physical education teaching, the flipping classroom must pay attention to the cultivation of talents. The specific needs to start from below aspects [5]:

First, physical education teachers should change the traditional teaching concept, do a good job of role transformation, and consciously let students become the main body of the classroom. Students create a free, relaxed and good learning environment, and establish close communication and interaction with students, so that students really feel their importance.

Second, physical education teachers should fully improve their organizational, coordination, management and communication skills, science Formulate teaching and guiding objectives, reasonably create classroom teaching situations, and correctly guide students to participate in learning and practice; third, it is necessary to enhance their practical ability and improve the application level of information technology and multimedia technology.

## **5.4 Pay attention to the improvement of comprehensive quality of physical education teachers.**

According to the implementation of the teaching reform of physical education curriculum, the teacher factor plays a vital role. At this stage, flipping the classroom teaching model can not only be regarded as an advanced teaching concept, but also can be regarded as an advanced teaching method [6]. In view of the requirement of the inverted classroom teaching mode for the comprehensive quality of physical education teachers, physical education teachers must firstly transform the role and

the transformation of teaching concepts. From the perspective of the influence of physical education teachers' own teaching concepts on teaching forms, if teachers regard the physical education classroom teaching process as the process of students passively accepting knowledge, teachers may apply the cramming teaching mode to carry out teaching and training in the classroom teaching stage. If the teacher regards the physical education classroom teaching process as the ability training process centered on knowledge learning and skill learning, it will adopt the classroom teaching method based on inquiry learning in the field of physical education classroom teaching.

### **5.5 Pay attention to the effectiveness of physical education.**

First of all, in the process of applying physical education in the classroom, it is necessary to avoid over-emphasizing the student-centered and neglecting the basic position of the teacher. The role of the teacher can not only be weakened, but also needs more attention, which is the fundamental guarantee for ensuring the effectiveness of physical education; Secondly, physical education teachers should increase the dynamic monitoring of students' learning. Because of the differences in students' learning ability and knowledge acceptance ability, there is a difference in the knowledge and skills acquired in classroom learning. This requires teachers to pay attention to students. The guidance, monitoring and tracking of learning, training students' interest and initiative; in the end, physical education teachers should develop students' comprehensive ability from the perspective of all aspects, based on the flip classroom teaching mode, students' sports theory knowledge and practical operation Skills, application levels, etc. are closely combined, focusing on systematic, comprehensive education and training, in order to highlight teaching effectiveness and provide rich theoretical and practical experience for physical education [6].

## **6. Summary**

All in all, flipping the classroom has fundamentally changed the traditional classroom teaching model, allowing students to become the core of teaching and the main body of learning. Students can clearly understand that learning is their own thing, and thus fully devote themselves to the learning process. The application of flipping classroom in physical education needs to start from the aspects of virtual information platform construction, evaluation mechanism innovation, talent training and teaching effectiveness. Only in this way can we teach students in accordance with their aptitude, precise education and reasonable learning, so as to improve the comprehensive level of physical education and develop useful talents for the country.

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