

# **Practical Research on Flipped Classroom in Public Physical Education Teaching in Higher Vocational Colleges**

**Wenlong Cheng**

Jiangxi Vocational Technical College of Industry & Trade, Nanchang, Jiangxi, 330038, China

**Keywords:** higher vocational colleges; Flipping classroom; Public Physical Education

**Abstract:** with the development of science and technology and the Internet, information technology has been gradually applied to teaching. Curriculum teaching and information technology are organically combined, and the traditional teaching mode is changing. Flipped classroom is a new information-based teaching model, which was introduced into China in 2011, attracted extensive attention in the educational community and quickly applied to multi-level and disciplines. Practice has proved that the application of flipped classroom can effectively give play to students' dominant position in classroom teaching and achieve good teaching results.

## **1. Problems in the implementation of flipped classroom in public physical education in Higher Vocational Schools**

### **1.1 Students' autonomy of learning before class and continuing after class needs to be continuously strengthened**

The implementation of flipped classroom teaching requires a high degree of autonomy of students, and students need to complete autonomous learning before class and continuous practice after class. Most students in higher vocational schools have weak learning foundation and poor self-discipline. In addition, physical exercise also has certain requirements for venues and equipment. Some projects are affected by venues and equipment, so it is difficult for students to complete independently. In practical teaching, few teachers can consciously complete the teaching resources and learning tasks released before class, and few students will take the initiative to ask questions for communication. If the learning materials and tasks released by physical education teachers before class are not well completed, the effect of the implementation process in flipped classroom is difficult to be guaranteed.

### **1.2 The implementation of flipped classroom teaching has higher requirements for the ability and quality of physical education teachers**

The implementation of flipped classroom teaching requires teachers to plan and implement the whole teaching process. Compared with traditional physical education, the teaching process and the main position of teachers and students have changed. Physical education teachers should change their teaching ideas and be familiar with modern teaching methods. Through peer exchanges, few physical education courses implement flipped classroom, and there are basically no higher vocational schools. At present, the teaching of public physical education courses is basically based on the traditional teaching mode. Therefore, teachers' educational ideas and ability literacy are not enough to meet the requirements of flipped classroom teaching. The implementation of flipped classroom in public physical education teaching in higher vocational schools is a great challenge to physical education teachers.

### **1.3 Insufficient construction of public physical education classroom teaching resources in Higher Vocational Schools**

Although flipped classroom teaching is widely used in various disciplines, there is little theoretical and practical research in public physical education teaching in higher vocational schools, teaching resources are very scarce, and there are few practical experiences to learn from. Although

many pictures, videos and text resources related to physical exercise can be collected on the network, they still can not fit well with the actual situation of higher vocational schools in practical application. In practical teaching, it is not easy to find teaching resources suitable for their own situation. More needs to be self-made and developed according to teaching needs.

## **1.4 Impact of implementing flipped classroom on teaching cost**

### **1.4.1 Time cost**

Flipped classroom expands the traditional classroom teaching, which needs the combination of inside and outside class to be well implemented, which will inevitably increase the time cost of teaching and learning. In recent years, flipped classroom has been widely used in the teaching of various disciplines. Students need to complete autonomous learning before and after class, which has a great pressure and occupies a lot of extracurricular time, resulting in a great impact on students' enthusiasm and effect of Extracurricular Autonomous Learning. The teaching work of physical education teachers is not limited to the classroom, and the extracurricular workload far exceeds the workload of traditional physical education teaching. Physical education teachers need to spend a lot of time to collect, sort out or make learning materials, analyze and sort out students' autonomous learning feedback, and carry out teaching planning and implementation according to the main problems encountered in students' learning at any time. At present, the teaching workload of physical education teachers in higher vocational schools is generally too large, and there are generally about 10 teaching classes. At present, the physical education homework fed back by students cannot be automatically corrected through the platform. Teachers must review and reply one by one. The implementation of flipped classroom teaching will spend a lot of time to analyze students' learning feedback, It greatly increases the investment of PE Teachers' time cost.

### **1.4.2 Health cost**

The implementation of flipped classroom will greatly increase the contact time between teachers and students with electronic products. Facing computers and mobile phones for a long time, health will also be affected. In particular, when PE teachers correct the video homework fed back by students, each class will spend at least 30 minutes. The continuous and frequent practical electronic products have a great impact on Teachers' physical and mental health.

## **2. Suggestions on introducing flipped classroom into public physical education in Colleges and Universities**

### **2.1 Simplify the learning content and reduce the burden of students' autonomous learning**

The implementation of flipped classroom teaching should not be too blind, but should be carried out selectively. Physical education teachers should streamline and optimize the extracurricular independent learning content, and the uploaded learning resources should be as short as possible, highlight the key points, focus on forming preliminary concepts and displaying technical demonstration, so as to reduce the pressure on students' extracurricular learning. Problem collection and communication can be completed in the form of classroom practice shooting and submission of mutual evaluation after class, so as to alleviate the impact of venue equipment on the implementation of flipped classroom, stimulate students' initiative and enthusiasm for communication and learning inside and outside class, and also help teachers collect and analyze students' problems in learning and focus on solving the main problems in class, Give students more time to participate in classroom exercises. In the performance assessment, we should pay attention to the process evaluation to reflect the integrity of the flipped classroom. Students' learning of course materials, submission of homework and mutual evaluation discussion shall be included in the assessment and evaluation according to a certain proportion, supervise students to complete learning tasks independently, and recognize students' performance in the learning process.

## **2.2 Cultivate teachers' ability and quality and strengthen the construction of teaching team**

Physical education teachers are the planners and implementation guides of flipped classroom teaching. Platform construction, process management and teaching reflection all need teachers to complete. The introduction of flipped classroom into public physical education curriculum teaching has higher requirements for physical education teachers' information-based teaching ability. Physical education teachers are familiar with the construction and use of the platform, can collect, integrate and produce teaching resources, the content should be novel and practical, stimulate students' interest in learning, and supervise and evaluate the learning process. In order to be competent for flipped classroom teaching, teachers should constantly learn and improve their teaching ability and literacy, and promote the implementation of flipped classroom teaching by establishing a teaching team. Through reasonable division of labor, reduce personal work pressure, make up for the lack of individual ability, promote the development of flipped classroom teaching, and realize the continuous improvement of physical education teaching quality.

## **2.3 Strengthen the awareness of scientific exercise and prevent sports injury**

Physical education is a practical subject. Each sports event has its own unique characteristics. Physical exercise must have certain safety risks. When implementing flipped classroom teaching, there is no teacher's guidance for autonomous learning outside the classroom, and the probability of sports injury will inevitably increase. Therefore, when implementing flipped classroom teaching in physical education curriculum, we should strengthen students' awareness of scientific exercise and cultivate students' self-protection ability in the process of sports through video materials, classroom teaching, platform communication and other forms.

## **2.4 Improve the course assessment mechanism and pay attention to the whole process evaluation**

Compared with traditional physical education, flipped classroom is more expansive. Students' performance is not limited to classroom performance, but also before and after class. A systematic and scientific assessment mechanism is of great significance to promote the effective implementation of flipped classroom. In the course evaluation, we should not only assess students' classroom performance and sports skills, but also assess the self-regulated learning before class and the continuation after class, so as to promote learning through evaluation and urge students to participate in and complete the content of extracurricular self-regulated learning.

## **3. Conclusion**

The introduction of flipped classroom into public physical education curriculum teaching in higher vocational colleges plays a positive role in improving teaching quality, but there are still some problems in the implementation process, and the existing software and hardware facilities and policies need to be continuously improved. The implementation of flipped classroom teaching needs to continuously increase the investment in policy and information resource construction, pay attention to the cultivation of teachers' own ability and innovate the educational teaching concept of physical education curriculum, so as to give better play to the advantages and characteristics of flipped classroom teaching and promote the development of Public Physical Education in higher vocational colleges.

## **References**

- [1] Wang Guoliang. Research on the introduction of flipped classroom into public physical education in Colleges and universities [D]. Beijing University of physical education, 2016
- [2] Zhao Jingyan, Hu Zhenbo. Research on information teaching mode in Colleges and Universities under big data environment [J]. Information science, 2016,34 (01): 92-95 + 103