

Exploring Physical Education Reform based on Flipping Classroom Mode

Pan Zhu ¹, Feng Sun ^{2,*}

¹Shanghai Lixin University of Accounting and Finance, hanghai, China

²Shanghai Tao Li Yuan Experimental School, hanghai, China

*Corresponding author: Feng Sun

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Abstract: There are drawbacks in the teaching mode of college physical education. Flipping the classroom breaks the tradition and has advantages. By analyzing the basic characteristics of the flipping classroom and college physical education class, the teaching concept of college sports flip classroom is proposed, and its teaching mode is designed. While affirming the feasibility, it also enumerates some problems, and hopes to provide reference for China's physical education reform.

1. Introduction

The flipping classroom originated in the United States and is generally used in the study of theoretical courses. Teachers upload pre-recorded videos to the network, let students watch videos at home or outside the classroom, save time in class for face-to-face discussions and homework. Counseling, some middle schools in China have begun teaching experiments in the theoretical class flipping classroom [1]. College physical education courses in colleges and universities can also consider changing the traditional teaching mode of "teaching in class", citing the subversive mode of flipping classrooms to improve the teaching effect of college physical education.

2. Some problems in the teaching of college physical education

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

Although many universities can 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 on the theoretical knowledge of sports [1]. Explain, or the teacher is doing the demonstration, let the students follow the study, or after the demonstration, assign tasks to the students, then let go. 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 it may cause irregular movements or Injury in the event of excessive exercise. 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 pertinence and effectiveness.

In the physical education class, the teacher will first demonstrate for the students. When the teacher is doing the demonstration, usually standing in front of the students' well-arranged team, or everyone is surrounded by a circle, the classroom is standing in the circle [2]. Because of 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. When practicing, it is easy to make mistakes, plus the teacher does not pay attention to the students. The training, or the students' own practice guidance, will make the students practice according to 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.

2.3 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 strike the self-esteem and self-confidence of this part of the students [2]. Few physical education teachers will design targeted teaching programs according to the actual learning ability of different students, or they will pay attention to the psychological conditions of those who learn slowly, which will not only cause students to have uneven sports levels, but also the inferiority of the slower students will be added to the self-confidence and enthusiasm of sports students.

2.4 The absence of physical education is more serious.

No matter what kind of course, it is easy to encounter students who are 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 especially easy to encounter [3]. Due to the large capacity of the course and the large number of physical education classes, some outdoor physical education courses usually skip the link 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 if they don't, it will seriously affect the smooth development of physical education curriculum. .

3. The advantage of flipping the classroom

3.1 Flip can help busy 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.

3.2 Flip can help students who have difficulty learning.

In the traditional classroom teaching methods, the students who are most concerned about teachers are the best and most intelligent students. They actively raise their hands in the classroom to respond or ask great questions. At the same time, other students are passively listening to or even failing to keep up with the progress of the teacher [4]. 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.

3.3 Flip increases classroom interaction.

Teachers can have one-on-one communication 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 [4]. 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. Invisible flipping classrooms help us form a learning culture. That is, students no longer take learning as a task, but a self-required and meaningful activity.

3.4 Flip allows the teacher to 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 [5]. And that has 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's learning ability and interests are different. 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. The evolutionary flip classroom will revolutionize this unified deployment, allowing students to learn and complete matching assignments at their own pace [5].

4. The significance of flipping classrooms applied to college sports

The main carrier of the flipping classroom is modern information technology, which can avoid the cumbersome steps of the actual teaching by means of video. At the same time, it can also enable students to decompose the action essentials with the help of the internet. This kind of teaching concept breaks the original mode of physical education in universities, and is not limited by time and space. It can be used for post-class and post-class study, which improves students' learning efficiency [6]. According to the above characteristics of the flipping classroom, the practical significance of the flip classroom applied to college physical education can be analyzed.

4.1 Make university physical education more systematic.

The flipping of the classroom makes the actual teaching of college sports more systematic, and the teaching classroom is rationally divided. In the three stages before, during and after class, the whole teaching process is closely pitted. Before class, collect the course materials and record the teaching videos in advance to help students understand the teaching content in advance. In the class, the teachers and students interact, discuss and exchange the essentials, and then summarize the main contents [6]. After class, use the online platform teachers and students to conduct after-school discussions, explain the unclear action essentials, explain the decomposition, and also learn after-school according to the recorded video.

4.2 Conducive to updating the concept of physical education.

In the context of the constant development of the times, university sports workers should correct their own attitudes and ponder over existing teaching forms and concepts [5]. The introduction of the flipping classroom can be based on reality, introduce advanced educational technology, simplify the teaching content, and directly look at the shortcomings of university sports in the modernization stage, and improve the original teaching concept. The introduction of new elements of the era into the concept of college physical education is conducive to the continuous renewal of university sports.

5. The feasibility and necessity of the application of flipping classroom in college physical education

5.1 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 [6].

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.

5.2 The necessity of the flip classroom teaching model.

Physical education consists of two parts, namely, the teaching of sports theory knowledge and related practical teaching. However, at present, there is far less class time in physical education than in other courses in the country. Another problem that comes with it is the lack of students' practice time. Sports pay more attention to practice than theoretical knowledge, but often students are after class. It's hard to take the time to practice sports, so it's especially important to improve classroom utilization [7].

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.

6. The implementation path of flipping classroom in physical education

6.1 The improvement of the online network platform.

The integration between the flipping classroom teaching mode and the physical classroom teaching can enable the physical education teachers to comprehensively evaluate the learning state and learning effect of the students at each stage, and also the learning atmosphere constructed by the online interactive mode. , to build a dynamic classroom teaching model. The construction of online network platform can be seen as the basic element of the application of the flip classroom teaching mode to physical education [8]. The construction of a complete online network platform system contributes to the richness of physical education content. After the flipping classroom is applied to the physical education classroom teaching, the teachers need to give full play to the students' self-motivation, and use effective communication methods to guide students to apply what they have learned.

6.2 Evaluation mechanism and optimization of assessment criteria.

The classroom teaching assessment is also an important factor influencing classroom teaching effectiveness. 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 [7]. 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 of the physical education content, the school needs to effectively coordinate the teaching time of the physical education curriculum, and enrich the teaching content with the help of network technology [8]. 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, the improvement of the physical education classroom evaluation mechanism is helpful to the optimization of physical education classroom teaching.

6.3 Pay attention to the improvement of comprehensive quality of physical education teachers.

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 [2]. In view of the requirement of the inverted classroom teaching mode for the comprehensive quality of physical

education teachers, physical education teachers first need to do a good job of role transformation and transformation of teaching concepts [9]. From the perspective of the influence of PE teachers' own teaching concepts on teaching forms, if teachers regard the PE 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. After the flipping classroom teaching mode is applied to physical education, physical education teachers need to play the role of classroom teaching designers and participants in the classroom teaching. The classroom teaching links need to fully display the students' subjectivity.

The application of flipping classroom teaching mode in physical education classroom teaching has strict requirements on the information technology level and professional ability of physical education teachers. In order to ensure the effectiveness of flipping the classroom teaching mode, teachers also need to improve their information technology.

6.4 Avoid flipping the alienation of the classroom.

Flipping the classroom teaching model is a new thing in the field of education. At this stage, the flipping classroom teaching model has not yet formed a recognized scientific implementation model. The weakening of teachers' role, overestimating students' autonomy and paying too much attention to the improvement of knowledge and skills, neglecting the problem of students' comprehensive ability training is the problem that teachers should avoid after flipping the classroom teaching mode. In the flipping classroom teaching mode, the role of physical education teachers involves pre-school teaching video production, teaching data integration and other aspects [9]. In the case of excessively weakening the role of physical education teachers, students' learning process will lose its systemicity and effectiveness. Flipping the classroom teaching mode helps students improve their knowledge and skills. According to the actual situation of physical education, teachers need to be based on students' knowledge learning and skill learning, and remind students of their comprehensive ability.

7. Summary

Flipping the classroom teaching mode is an adaptive change made by the educational teaching form in the process of information society development. On the basis of the relationship between teaching relationship, teacher-student relationship and content and method, this teaching mode can effectively promote the innovative development of classroom teaching. On the basis of clearing the connotation, core concept and theoretical basis of the flipping classroom, the improvement of the application path of the flip classroom in physical education will contribute to the improvement of the informationization level of physical education.

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