

Study on the model of physical education flip classroom teaching based on the micro-course of sports projects

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Abstract: With the rapid development of the times, the reform and change of education, quality education has put forward new requirements for the university physical education system, but in many college teachers, physical education teachers are affected by the profound influence of traditional ideas, still use duck-filling method teaching, which has a very large impact on teaching effect. And it turns out that it's beneficial to apply flip-class mode in college sports. This paper first analyzes the problems in physical education in colleges and universities, then makes a brief analysis of the connotation of flipping the classroom teaching mode, and finally discusses the specific application of this new teaching mode in physical education, hoping to play a certain reference role for the education industry.

1. Introduction

Physical education in the university period is the last period of integrated education, and college physical education is of far-reaching significance to help students consolidate the thought and skill of physical exercise constructed by physical education in primary and secondary schools, and to deepen students' sense of lifelong sports. Nowadays, improving the level of physical education in college has become one of the contents of the agenda, and China has gradually entered the era of information development, and the application of information technology in physical education has its own significance. According to the current development of physical education in China, based on the micro-curriculum of physical education, the application of flipping classroom teaching mode in college physical education can be twice as effective as half the efforts. This paper on this topic to carry out research, hoping to play a certain role in reference.

2. Problems in physical education in colleges and universities

At present, there are some problems in physical education in colleges and universities;

2.1 “Great Unity” Teaching Method

Because of congenital genetics, life experience and the development of the development of the day after birth education and other factors, so that there are different degrees of difference between college students, their health is not the same, the sensitivity and coordination of the body also has a large disparity, which requires physical education teachers to play a major role. But the fact is that few physical education teachers can be aware of the students exist in these differences and the reasons for the differences, so in teaching is still adopted by the “big unified” teaching model, for each student to arrange the same teaching method, such a disadvantage may make the weak students because of the long time can not catch up with the students of the process, And missing the interest in physical education.

2.2 The Teaching Method of “One Speech Hall”

At present, there are many physical education teachers deeply affected by the traditional teaching model, still stay in the traditional way of absolute control of the classroom, students to carry out “full-on”, “one-word” teaching, regardless of whether students fully absorb knowledge points.

2.3 “Unified” Teaching Evaluation

Similarly, when teachers make a leather assessment of students' physical achievements, they only judge by whether they can complete the specific actions of teachers, such assessment is too arbitrary and one-sided, is not conducive to stimulating students' physical potential, nor can it mobilize students' enthusiasm.

3. Summary of the Teaching Model of Transferring Classroom

In 2007, the concept of flipped classroom began to appear in people's lives. This teaching mode has landmark educational significance. In this educational environment, teachers can convert some difficult-to-understand knowledge in textbooks into easy-to-understand teaching videos, and upload them to the information platform for students to download and learn independently. At the same time, the uploaded teaching videos should also have corresponding exercises, so as to achieve the learning effect that students can consolidate knowledge at any time. After the students have finished the exercises, they can choose the “submit” teacher to change their right and wrong online and master the common problems of the students. After that, in classroom teaching, teachers and students discuss and solve these common problems together, so as to cultivate students' autonomous learning and mutual cooperation and other learning abilities. From this point of view, the reversal of the classroom overthrows the traditional classroom, so that the transfer of new knowledge in the classroom should be completed before the class, so that teachers and students have more time to interact and exchange, highlighting the main position of students, so as to effectively develop their autonomous learning ability.

In the process of the growing popularity of flip-flop classroom teaching, teachers in various schools have expanded the connotation of flip-flop classroom according to their own actual situation. For example, in recent years, the popular micro-curriculum learning has greatly expanded the teaching mode of flipped classroom. Compared with the popular curriculum in the past, micro-curriculum has three different characteristics: (1) paying attention to the interaction between learners and the real-time feedback of educators; (2) promoting the construction of online learning community shared between learners and educators; (3) encouraging learners to participate in the study of micro-curriculum production independently, they can ask questions by themselves and build up their own interests and professional owners. The cooperative and interactive group on the topic will further expand the resource pool related to this course.

4. Sports Reversal Classroom Teaching Model Based on Sports Event Micro-Course

Nowadays, there are various practical problems in Physical Education in many colleges and universities, which can not be underestimated. The way to solve these problems can be to introduce the flip classroom teaching mode into the teaching, which has obvious meaning of improvement: (1) The flip classroom teaching mode can reflect the personalized teaching. Because the roles of teachers and students have changed in this teaching mode, students can change from the “observer” in the classroom to the main body of learning, effectively make it according to the information conditions, through the network “watching” and “listening” and other learning methods, to arrange and standardize their own learning progress, students can also use their spare time to learn the teaching provided by teachers. Learn the video of micro-course, and repeatedly understand the relevant sports technical movements and skills, so as to improve students' learning efficiency; (2) The reform of sports flip classroom teaching will make physical education teaching more systematic and accurate; release teachers and students from the monotonous teaching mode in the past, so that they can flexibly connect and respond in the three links of pre-class, middle-class and post-class. It can be used in classroom teaching to increase students' learning efficiency.

In a word, in College Physical Education teaching, the flexible application of the flipped classroom teaching mode can start with the following points:

4.1 Making Microcourse Video

In order to successfully implement the strategy of physical education flip classroom teaching, the first thing to do is to provide students with micro-course video, so that they can learn relevant knowledge by themselves before class. Students who master sports skills are a systematic project that cannot be completed overnight. Therefore, teachers should provide students with systematic micro-curriculum videos about sports events, and record relatively complete sports knowledge system. The video of micro-lessons is shared on the campus network platform to encourage students to download and learn.

After that, teachers can observe the information platform at any time and record some statistical data, such as the time when students browse videos, the number of downloads and the work situation. According to the final information, teachers can implement more targeted teaching methods. In the production of micro-course video, teachers should pay attention to the following points: (1) The video time of micro-course should be controlled within 5 to 10 minutes, not more than 15 minutes. Because the time is too short to reach the learning state; if the time is too long, it will weaken the students'attention. (2) We can use game clearance, question inquiry and other design methods to attract students'interest, only personalized recording methods can stimulate students' learning motivation; (3) We need to ensure that the micro-video picture is smooth and the picture quality is clear.

4.2 After class

After class, the teacher should continue to arrange some exercises for the students to finish after class. From the practical point of view of sports, teachers can hold more sports competitions and encourage students to participate in the competitions, so as to cultivate students'competitive consciousness and make continuous progress. On the other hand, they can activate the campus dynamic atmosphere and create a good campus cultural environment for the school.

5. Conclusion

In a word, the application of flipped classroom model in College P.E. teaching has far-reaching significance. To complete high-quality P.E. teaching needs the close attention of teachers, so that the flipped classroom teaching model can play its due value role in the educational circles and lay a solid foundation for the better comprehensive development of students in the future

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