

The Application of Flipping Classroom Teaching Mode on College Sports Dance Class

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Abstract: This paper studies the application of flipping classroom teaching mode in college sports dance class, puts forward specific application strategies, and puts forward two suggestions for the effective use of flip classroom teaching mode by college sports dance teachers: continue to learn the theory of flipping classroom teaching; the production of teaching video Should strive for excellence.

1. Introduction

The concept of flipping classroom teaching was first developed and applied in the United States. The development of information technology has enabled people to see a new direction of educational change, that is, combining education and multimedia technology to break the classroom teaching and time constraints limited to classrooms, thereby improving the quality of teaching. Inverting the classroom means that the teacher first makes the short points of the knowledge that the students want to learn. It is transmitted to the public platform for the students to watch and learn independently. Then, some online assessments are used to examine the students' learning. Discuss learning issues with students to help you achieve your teaching goals. This way, by changing the traditional teaching methods inside and outside the class, the learning time and environment are reversed, and the ability to cultivate students' knowledge is taken as the main purpose, and the classroom education is also modernized. Therefore, it can be said that flipping the classroom is an innovative teaching practice, and its application will change the roles of teachers and students and teaching management.

2. Insufficient problems in flipping classroom teaching mode in the application of college sports dance class

First of all, many sports dance teachers currently have insufficient understanding of the concept of flipping classrooms in the teaching process. Some teachers feel that the flipping classroom emphasizes the use of information technology too much so that students do not pay attention to classroom learning, and some believe that the role of teachers is diluted. These opinions are biased, and in the process of real application of flip classroom teaching, many teachers do not grasp the practicality of flipping classrooms, and do not learn to systematically apply methods, resulting in students' knowledge in the process of learning, and Can't form a clear logic on the content. It is understood that some teachers only recorded some exercises in the pre-class preparatory course, and did not seriously deal with the production of micro-course video, the teaching role did not change well, still pay attention to their own classroom subject status. In addition, many schools have invested less in flipping classrooms, did not improve the construction of teachers, the ability of teachers to limit the practice of flipping classrooms, the lack of an effective flip classroom supervision system in colleges and universities, all of which have been exposed. Flipping the current situation of classroom teaching. Inverting classroom teaching in college sports dance classroom application, on the one hand, the problem is not enough to grasp the flipping classroom, on the other hand, it is the flaw of the content of college sports dance curriculum. In essence, sports is only one aspect of sports dance teaching. Of course, its purpose is to strengthen students' physical fitness. However, in this respect, many teachers focus on the less accurate, that is, spend a lot of

time in sports dance classes. To teach sports skills, but the time for students to actually practice sports is not sufficient; in addition, the real physical education emphasizes the process of teachers and students participating in the interaction, including setting teaching objectives, teaching guidance and teaching evaluation. The essence of physical education in colleges and universities should be the process of raising the value of thought from the movement. The teaching methods of sports dance teachers in many universities are still too singular. If teachers can't update teaching concepts in time and learn the teaching mode in the new era, students will still be passive learners in the classroom, thus losing interest in physical exercise. Teachers The difficulty factor for successfully completing the teaching course will increase, which directly affects the quality of physical education. There are still many teachers and students who still have the misconception that the sports-related courses are a waste of learning time, which has led to the emergence of many students who have been perfunctory in sports and dance classes. In the teaching evaluation process, the method is too single, and does not face the individual differences of students. It is unfair to only use the results to feedback the students. If the individual quality of the students cannot be fully considered, no major teaching progress will be achieved.

3. Specific strategies for using the flipping classroom teaching model

The implementation of the flip classroom teaching mode mainly depends on the instructional video before class. Generally speaking, the attention time of students is about 10-15 minutes. In order to effectively improve the effectiveness of the teaching mode of flipping classrooms, domestic and foreign scholars believe that the teaching video based on the flipping classroom teaching mode should be maintained at about 10 minutes. The purpose is mainly to fully guarantee the teaching video viewing efficiency of students. In the college sports dance teaching using the flip classroom teaching mode, the length of the teaching video should also be maintained at about 10 minutes, if there are special circumstances, the length of the teaching video can be extended. The production of flipping classroom teaching videos is undoubtedly a big challenge for college physical education teachers who lack comprehensive knowledge of information technology. In order to improve the quality of teaching video production, college sports dance teachers must continue to learn information technology knowledge, and can also complete the design and production of sports dance teaching video with the cooperation of computer teachers.

After watching the teaching video, it does not mean that the students have mastered the teaching content in the teaching video. In order to test the students' teaching video viewing results and consolidate the students' learning results, the teacher should design several questions at the end of the teaching video for the students to answer. Students must upload questions through the relevant online platform. Teachers must also review them in a timely and effective manner, master the students' pre-class learning status, and scientifically adjust the classroom teaching content. After the students watched the teaching video of "Basic Pose of Waltz" through the WeChat platform, the students answered the two questions raised by the teacher through the comment function of WeChat: (1) What is the physical posture of the waltz standing in place? What technical tips do you need to focus on? (2) What technical points do you need to pay attention to in the waltz's center of gravity lifting technology? Because WeChat has a name display function, teachers can grasp the pre-class learning situation of each student in time.

The pre-school instructional video is the soul of the flip-up classroom teaching mode. It is not allowed for students to simply end after watching the class. In the formal stage of classroom instruction, teachers also need to lead students to a brief review of the pre-school instructional videos. Through the teacher's problem guidance, students can seriously review the pre-course teaching video, which will promote the next classroom teaching. Sports dance is different from general theoretical classes. It is a course that focuses on exercise skills. In the course of flipping the classroom teaching, after the teacher's review of the video content before the class, the teacher needs to further guide the students to practice the basic sports dance skills in the pre-course teaching video. For example, when teaching the "Basic Pose of Waltz", the teacher can first demonstrate the basic posture of the waltz, and then ask the students to practice and realize alone. After repeated

rounds of practice, the students have mastered the basic posture of the waltz. An important feature of the flipping classroom teaching mode is that students must conduct self-submission and cooperative learning on relevant and difficult issues during the learning phase. Self-submission helps students to discover many problems in their own learning process. Cooperative learning plays an important role in solving problems. In the teaching stage of college sports dance class, students must be organized to carry out relevant self-submission and cooperative learning. After guiding the students to practice the basic posture of the waltz, students are required to think about the difficulties they have encountered during the practice, and then discuss with them, learn from each other, learn from each other, and finally effectively resolve themselves. The problems encountered during the practice. In the process of student cooperative learning, if there is a problem that cannot be overcome at a time, the teacher should intervene in a timely manner to give students some inspiration and guidance.

In the teaching stage of the class, in addition to the important teaching steps mentioned above, teachers also need to conduct scientific teaching evaluations for students. There is not much difference between the teaching evaluation under the flip classroom teaching mode and the teaching evaluation under the traditional teaching mode. Usually composed of teacher evaluation, life evaluation, self-evaluation. For example, when coaching the "Basic Pose of Waltz", after the students have experienced the subjective and cooperative learning, the teacher first asks the students to evaluate their own learning in the class, and then asks the students to evaluate each other. Finally, the teacher summarizes. Sexual evaluation. The end of the class is the most important, and must be carefully designed, and students are required to reflect and summarize the learning of this lesson after class, and carry out solid exercises on relevant sports dance skills. Careful end-of-life design is very important for improving the efficiency of teaching in the classroom.

Flipping classroom teaching mode is a relatively new teaching mode. To effectively use the flip classroom teaching mode in college sports dance class, sports dance teachers must continue to learn to learn the theory of flipping classroom teaching, while learning and practicing. Exploring and summarizing the "variation" flipping classroom teaching mode that is more in line with the needs of students and meets the needs of college sports dance teaching. Pre-school teaching video is an important application basis for flipping classroom teaching mode. In view of the natural defects of college sports dance teachers in teaching video production technology, college sports dance teachers must continue to learn related teaching video design and production techniques, and then Let the production of flip classroom teaching videos be more refined. In order to better create a pre-school instructional video, you should play the power of the group. The group can be composed of sports dance teachers, computer teachers, and experts and scholars with high research abilities in flipping classroom teaching mode. In this way, the production of pre-school instructional videos will definitely show higher quality and meet the needs of students' sports dance learning.

4. Conclusion

The influence of sports dance spirit can help students to build healthy personality, exercise strong body and improve teamwork. Colleges and physical education teachers should pay attention to the reform of physical education and use the teaching mode of flipping classrooms to add new meanings to the teaching and learning, environment and form of teachers and students. Teachers can give full play to the unique advantages of sports dance courses in daily teaching, and feel their important role in the practice teaching process. They constantly innovate teaching classrooms and let college students learn more freely, thus obtaining individual comprehensive development.

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