

Practice Study on Integrating Flipped Classroom into Higher Vocational Physical Education Teaching Reform: A Systematic Study

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Abstract: Practice study on integrating flipped classroom into higher vocational physical education teaching reform is the focus of this manuscript. Strengthen the interaction between teaching and learning in the design of teaching materials, meet the individual needs of students to the greatest extent, construct paper teaching materials, new loose-leaf. Therefore, we consider the Flipped Classroom as the integration pattern. The demand for technical support in the flipped classroom is mainly composed of three parts, namely, "teaching video presentation" and "learning material presentation" before class, "determination of inquiry questions". We provide the novel suggestions for the analysis.

Keywords: Systematic Study; Practice Study; Flipped Classroom; Higher Vocational; Physical Education; Teaching Reform

1. INTRODUCTION

The physical education teaching in colleges and universities from the perspective of educational development should be the combination and development of theory and practice. However, in the actual teaching mode of physical education in colleges and universities, the single teaching model hinders the development of physical education in the colleges and universities. The content of physical education teaching in colleges and universities is mainly based on ball games and track and field sports in the past. They are some relatively traditional sports. Students have already been exposed to them before going to college. At present, we are in a period of rapid economic growth. With the advancement of the science and technology, many new things have sprung up in our sight.

In an era of change, the concept of physical education must adapt to the development of the times in order to meet the needs of the students' physical and mental development and stimulate students' interest in learning. Core literacy requires students to have basic connotations such as the cultural foundation, independent development, and social participation. In view of the current situation of college sports clubs, new research content is put forward on the teaching reform and practice of college sports clubs, but there are still a series of problems in the practice process, and we are facing with the listed challenges.

(1) A large part of the teaching methods of physical education in colleges and universities is to train sports movements as the main teaching content, and some physical education teachers regard this teaching method as the only teaching method, which is not only monotonous, but also has some serious atmosphere in physical education teaching.

(2) The teaching method of physical education in colleges and universities is mainly the teacher's explanation and the students' practice. When the teacher explains a sports action, he first demonstrates and explains it to the students, and the students mechanically imitate the exercises. This teaching method will inevitably cause students to be bored with the physical education learning.

(3) Existing education often ignores the main role of college students in physical education students, and does not pay attention to the differences in sports of college students, which has a negative impact on the physical and mental health of college students and is not conducive to the improvement of college students' physical fitness.

In the following sections, we will consider the novel ideas for solving the challenges.

2. THE PROPOSED METHODOLOGY

2.1 The Concept of Flipped Classroom

The demand for technical support in the flipped classroom is mainly composed of three parts, namely, "teaching video presentation" and "learning material presentation" before class, "determination of inquiry questions", "creation of teaching situation", "summarization, evaluation and feedback" in class. The core of the flipped classroom is to move a large number of the direct lectures out of the classroom by flipping the traditional classroom, thus freeing precious classroom time for meaningful in-depth learning with listed features.

(1) Integrating multiple variants of flipped classroom into a unified model is a process from special to general, which can provide directional guidance for teachers to implement flipped classroom. However, human understanding of the world often follows the law of "special-general-special", contacting some special things first.

(2) Educators can stimulate and maintain learning motivation by then managing the learning environment. Benoit et al. incorporated Keller's ARCS learning motivation theory into the university's computer teaching design and development, and achieved good teaching results.

(3) Satisfaction maintains learning motivation, activates curiosity to explore new problems, new attention and also motivation match to arouse learning motivation, guide students to make reasonable attribution, and complete learning tasks to bring a sense of achievement, in the figure 1, we refer the Harvard ideas.

1. **Decide how you will use your class time and design those activities.** Again, if you do not have a course to flip your course, you should consider other **active learning strategies** or wait until you have an idea for how you could better use your class time.
2. **Find or create resources for students to use at home.** These could be readings, audio files, websites, or videos. You do not need to create these sources, but you must make sure that all students have a way to access these materials. If you create the materials for students to use at home, use their feedback to revise it.
3. **Teach students how to use the material at home.** Unlike when they are in a lecture, students cannot ask questions as they arise, making note taking especially important. Working on their own, students will likely have distractions. Although students engage with media all the time, they may not know how to use educational audio or video clips. Make sure students have an incentive for doing the work on their own.

Figure. 1 The Flipped Classroom Focus from Harvard Team
(<https://bokcenter.harvard.edu/flipped-classrooms#:~:text=A%20flipped%20classroom%20is%20structured,that%20involve%20higher%20order%20thinking.>)

2.2 The Higher Vocational Physical Education Teaching Reform

In the teaching process, the ability of the teachers and the construction of the entire teaching staff in higher vocational colleges are important factors affecting the quality of teaching and the level of running a school.

Therefore, it is necessary to adapt to the development trend of the modern physical education and cultivate comprehensive professionals suitable for the market. We consider the integration and relevance of the sports development, form an open and also interactive three-dimensional teaching material system, break through the limitations of the traditional sports paper teaching materials, and better and more intuitively display the technical essentials of sports. As the guide and practitioner of the reform of the talent cultivation mode of physical education in modern higher vocational colleges and universities, the teaching team of physical education in higher vocational colleges and also universities directly affects the success of the reform. Then, we give the following suggestions.

(1) The "three education" reform of the teachers, teaching, and teaching materials is the main content of modern education supply-side reform. Through the "three education" reform, it responds to the needs of my country's rapidly developing industrial talents, thereby promoting the deep integration and mutual support of the vocational education and industrial development.

(2) The focus of the construction of high-quality textbooks for higher vocational education is professionalism and practicality. It is the requirement of the times to form a "closely connected, distinctive, and dynamically adjusted vocational education curriculum system".

(3) In terms of education and teaching ability, teachers are also required to be able to use multimedia teaching equipment for teaching, use Internet live broadcast and video to enrich teaching content, and also strengthen students' learning of the theoretical foundation and practical skills.

3. CONCLUSION

Practice study on integrating flipped classroom into higher vocational physical education teaching reform is the focus of this manuscript. The construction of high-quality sports teaching materials in higher vocational education should be

based on "understanding and applying the basic knowledge of sports, learning self-health management, mastering and consolidating at least two sports skills". Hence, this paper gives the novel suggestions for the referring.

4. REFERENCES

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