

Research on the Effective Application of Flipped Classroom Teaching Mode in Physical Education Teaching

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Abstract: "Flipped classroom" is a teaching mode that has attracted increasing attention and is widely used in subject teaching. Discuss the practical significance of its application in physical education teaching in higher vocational schools and propose application strategies such as establishing a new teacher-student relationship, effectively utilizing, and developing teaching resources, creating new teaching assessment methods, and increasing teacher training, to lay a solid foundation for the reform of higher vocational physical education teaching. The flipped classroom teaching mode can help students internalize knowledge, thereby promoting students' growth; it has positive significance for physical education teaching in higher vocational colleges. It can improve students' ability to understand and accept through personalized teaching mode, thereby promoting the rapid formation of sports skills, but also can shorten teaching time and improve teaching efficiency.

Keywords: Effective Application , Flipped Classroom Teaching, C Physical Education Teaching

1. INTRODUCTION

"Flipped classroom", also known as "upside-down classroom" or "reverse classroom", originated from Salman Khan's mathematics teaching video in 2007 and the chemistry tutoring video made by Aaron Sams and Jonathan Berman. The teaching content is published on the Internet in the form of video for students to learn independently, and good results are obtained. Additionally, "Flipped Classroom" videos have clear teaching objectives and targeted content, resulting in efficient learning and understanding for students. These short and concise videos feature the teacher's explanation of one or two classes in easy-to-understand language, lasting only 5-10 minutes. After continuous development and improvement, a groundbreaking educational form that subverts the traditional teaching model has been formed.

This paper draws on the successful This teaching method reconstructs the learning process, allowing knowledge transfer outside the classroom and facilitating consolidation and improvement of the content. By utilizing the latest internet technology, and explores the way out for the reform of physical education teaching in higher vocational schools. Vocational education reform has made a small effort. The teaching videos of flipped classrooms are generally short, such as the application of "micro-video", its content is generally only a few minutes, and it is explained and guided according to specific content and problems, which is highly targeted and easy to find. Moreover, in this fast-paced life era, people lack patience and focus on things that are too complicated and long. Reasonable control of the video time can make students concentrate and make teaching more efficient.

Moreover, the content of each video is targeted, and the teaching objectives and teaching information are clearer, making students' learning and reception more efficient. The video produced by "Flipped Classroom" is short and concise, and the content is the classroom teacher's explanation for one or two classes. The teaching information is clear and clear,

and the explanation is easy to understand, which is conducive to students' mastery. The video time is 5-10 minutes. Its biggest feature is the reconstruction of the learning process, the information transfer of learning knowledge outside the classroom, and the absorption and internalization of knowledge in the classroom. Knowledge consolidation is convenient and fast. After information transfer and internalization of the learning content, re-learning, reviewing, consolidating, and improving can be carried out through videos at any time outside the classroom.

The "flipped classroom" teaching mode can make full use of the latest Internet technology and inject new vitality into higher vocational physical education teaching with novel forms, refined content, and effective technical actions. This teaching method breaks the original "three-stage" teaching form (teacher demonstration, explanation, student practice, teacher error correction), can cultivate students' ability and habit of independent learning, and help students develop lifelong sports awareness, which can promote and guarantee the improvement of vocational students' comprehensive quality and employment competitiveness. The content and process of physical education teaching in higher vocational colleges lack reasonable teaching arrangements, and there is no targeted physical education teaching theory, which is relatively random; the teaching methods are relatively simple and boring, which leads to the lack of initiative of students and the lack of teaching content and process. Practical value.

2. THE PROPOSED METHODOLOGY

2.1 Implementation steps of "flipped classroom" in physical education teaching in higher vocational colleges.

The "Flipped Classroom" teaching mode injects new vitality into higher vocational physical education, fostering independent learning habits and promoting lifelong sports awareness. This method enhances the comprehensive quality and employment competitiveness of vocational students,

breaking away from the traditional "three-stage" teaching form of teacher demonstration, explanation, student practice, and teacher correction

The acquisition of sports knowledge and skills in physical education largely depends on visual perception, and then imitation exercises to gradually establish action connections. Therefore, through the "flipped classroom", students can get more time for visual stimulation and imitation exercises, which is in line with the requirements of physical education teaching. Principles and motor skills form laws. Under the background of the in-depth popularization of "Sunshine Sports" and national fitness, social sports, competitive sports, and school sports are becoming more and more closely linked, and it is imperative to seamlessly connect college sports with social sports and competitive sports.

2.2 Application strategy of "flipped classroom" teaching mode in school physical education teaching.

The "flipped classroom" teaching mode relies heavily on internet support, leveraging the inclusive nature of online teaching. It has fully absorbed the open and inclusive characteristics of online teaching. Feedback". To apply this teaching mode in physical education teaching in higher vocational schools, an online teaching platform must first be established, and with the support of the school, the internal online teaching resources of the school can be effectively used and developed. Teachers can set up WeChat groups in the teaching class and publish teaching content in the group. The short video allows students to preview, and then ask questions. Teachers answer representative questions in the group, solve all questions before class, and leave more time for students to practice in class to achieve the best results. Note that in the preparatory stage of collection and production, students' cognitive ability should also be considered, and materials that conform to students' physical and mental characteristics and teaching rules should be selected. The purpose is to allow students to accept learning content more clearly through videos.

The length of the video should be 5-10 minutes, and it should be controlled within the time range for students to concentrate. There must be a link between the front and back of the video, consistent with the teaching objectives, and coherent with the teaching content. Taking the 24-style Simplified Taijiquan as an example, more attention should be paid to the connection between the front and back movements, and the excessive movements between the movements should be clearly explained. Many teachers have applied the flipped classroom teaching method, but many teachers pay more attention to the form, which makes the method and means too single, and the content is not practical. It can improve the level of teaching staff, enhance their innovation and professional quality, make them more proficient in the use of scientific teaching systems and methods, and the production and content of videos are more practical.

Students gain knowledge by watching videos and other information before class, find and solve difficult problems in class knowledge internalization exercises, and students summarize the learning content after class, so that they will have a deeper understanding of the main points of what they have learned. Teachers conduct teaching reflection and feedback through teacher-student discussion and interaction in class and optimize online teaching information resources according to existing problems such as students' practice methods and practice effects. Students gain knowledge by

watching videos and other information before class, find and solve difficult problems in class knowledge internalization exercises, and students summarize the learning content after class, so that they will have a deeper understanding of the main points of what they have learned. Teachers conduct teaching reflection and feedback through teacher-student discussion and interaction in class and optimize online teaching information resources according to existing problems such as students' practice methods and practice effects.

Teachers should strengthen the detection of learning outcomes in the course. They can organize and collect the most frequently asked questions from students, and conduct random questions for students to answer, to keep abreast of the learning progress. After the teaching of a sports event is completed, relevant questions and answers can be compiled into a book and posted on the school platform or student communication group, which is convenient for students to review and consolidate later. After class, students use groups as a unit to post collective practice videos or learning experience on the network platform, and the teacher evaluates and re-guides the shortcomings of each study group, thus creating a "practice-discussion-correction" -Feedback-evaluation-re-learning-re-evaluation" effective cycle learning path, continuously strengthen the learning effect of motor skills, improve learning efficiency, and improve teaching quality.

Therefore, higher vocational colleges should increase teacher training, improve teachers' professional ability and Internet operation technology, so that they can freely use computers and mobile phones to produce high-level courseware. Educational authorities and school leaders should attach importance to training, hire relevant teaching experts to hold short-term training on network knowledge, use of photography and video equipment, and video editing; carry out skill competitions on related content, and encourage young and middle-aged physical education teachers to cooperate with teachers of other majors to give full play to their talents. Each has its own strengths, develops high-quality courses, learns from each other in the competition, and makes progress together.

3. CONCLUSION

To implement this mode in physical education at higher vocational schools, an online platform must first be established. First, students are required to have a certain awareness of independent learning, and to cultivate students' ability to actively operate and think about problems. Secondly, higher requirements are put forward for physical education teachers. Teachers should have a certain ability to use modern information technology to deal with problems, which is eye-catching, but it still needs a process y utilizing the school's online resources, teachers can set up WeChat groups and provide short teaching videos for students to preview and ask questions. By addressing representative questions before class, students have more time for practice, resulting in better outcomes. It's important to consider students' cognitive abilities and select materials that align with their learning style and teaching rules to enhance comprehension through video content.

4. REFERENCES

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