

Research Based On The Application Of Flip Classroom Model In Higher Vocational Sports Class

Xudong Ma

Ningxia Vocational College of Art, Ningxia Yinchuan, 750000, China

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Abstract: With the continuous development of Internet and multimedia technology has been widely used in various industries, and the education industry is also facing an important reform. In the process of continuous reform, the construction of casualization in higher vocational colleges has gradually become modernized. The flipped classroom teaching model is a new model formed on this basis, compared with the conventional teaching model, but this teaching model is mainly student-centered, and the teacher only plays an auxiliary role in this process. There are certain peculiarities in the physical education classroom of higher vocational colleges, and some problems that will not appear in other teaching courses will appear. Flipping the classroom teaching mode provides a new concept for the physical education classrooms of higher vocational colleges. Therefore, this article combines the actual physical education classroom teaching in higher vocational colleges and conducts research on the application of the flipped classroom model in physical education classrooms.

In vocational college, the physical education classroom teaching form is relatively simple, and the content is also boring. Therefore, the students in vocational colleges lack a certain enthusiasm in the physical education classroom, and even some students are unwilling to participate in any exercise even at their spare time, resulting in the low sport quality of students' [1]. In the teaching process, education informatization has become the mainstream of teaching, and the application of the flipped classroom model will be better than the traditional teaching model, because it has the advantages of conforming to the laws of cognition and life image, that can not only teach the students according to their aptitude, but also Inspiring the students' interest in vocational colleges making it more conducive for the vocational collage students to have a personalized learning goals.

1. Research status of domestic and foreign flipped classrooms in higher vocational sports

Flipping classroom mode is a teaching mode that allows students to preview through Internet technology, using multimedia as a carrier and video recording. This mode allows students to understand the teaching content before class, which is helpful for students to keep up with the teacher. Step, and then internalize the knowledge under the guidance of the teacher to achieve the purpose of learning and applying [2].

First, the current status of foreign research. The flipped classroom was originally from the United States, and it was originally used to help the students who are absent from the class to keep up with the progress of study. The courseware was also made into a micro video and sent to the Internet, so people gradually paid attention, but the studies have shown that "Flipping Your Classroom; is Benefiting to Every Student in the Class t all Times" which was highly recommended by the United States after the book was published. At the same time, the publication of the book also provided some lessons for the flipping classroom model, as most of the research abroad is based on the application of the flipped classroom model, and most of it is based on the teaching of science and engineering.

Second, the domestic research status. Studies in China have shown that the application of the flipped classroom model in physical education can solve the existing problems in physical education in China and improve the quality of teaching [4]. In general, most of the research in China also teaches the main courses of primary and secondary schools, and there are few studies

using the flipped classroom model in physical education classrooms. Moreover, China has too much content in physical education. Some studies have shown that the time of physical education in higher vocational colleges in China is mostly 2 academic years. In general, most of the teaching content in the first academic year is content that students are more interested in, but the content in the teaching is more messy, and some vocational colleges begin to arrange internships in the second academic year. Therefore, it is difficult to obtain good teaching effects. The teaching mode of physical education in vocational colleges is also relatively simple, most of the content is completed by teachers in the classroom, and there are fewer links in the after-school tutoring. In particular, the popularity of mobile phones has led many students to do things that have nothing to do with physical education classes, and lack of concentration, thereby reducing the teaching effect.

2. Application value of flipped classroom in higher vocational physical education

First, play a human nature and lead role. Flipping the classroom model can avoid the process that students in higher vocational colleges can only listen to the teacher's explanation in the classroom, which reduces the ability of independent learning and thinking. In the flipped classroom mode, the roles of students and teachers can be exchanged to give full play to the initiative of students. Teachers no longer undertake simple classroom teaching, but students can learn independently through Internet technology, library inspection, etc. , To play a leading role for students, and in student learning by repeatedly watching and training every action in sports learning, so that the technology reaches the level of proficiency [5]. At the same time, it has also improved the autonomous learning ability of higher vocational colleges to a certain extent. In the conventional physical education teaching mode, teachers, as the subject of the classroom, play a key role in the content of the classroom and practice, which leads to the lack of enthusiasm for students. The implementation of the flipped classroom model can bring a certain freshness to the vocational students through the colorful classroom teaching content, make the learning atmosphere strong, pay attention to the individual differences of vocational college students, and make Give full play to your nature.

Second, improve the physical fitness and motor skills of vocational students. As society's requirements for talent continue to increase, the need for talent is not only reflected in the level of education, but also in the basic quality and physical quality of students. If the student's physical fitness is poor, it is difficult to bear the pressure from all aspects. Therefore, the teaching of physical education courses in higher vocational colleges is also to improve their physical fitness and the quality of talents. However, most of the teaching modes in China are relatively simple, unable to meet the needs of students under the development of modern technology, and the leading role of students in students has not been fully reflected. The application of the flipped classroom model to the teaching process of physical education in higher vocational colleges can not only arouse the interest in learning sports, but also promote its healthy development. When we learn a new sport as a novice, we will experience a cyclic process of stimulation-perception-recall prerequisites-planning-execution-response [6]. But for most vocational students, they will experience the process of stimulus-perception-recall prerequisite-execution-response; for example, when they are proficient in motor function, they can go directly from stimulus-perception to execution-response, so that they can reach the muscles. The degree of natural reflection. Through simple training in the flipped classroom mode, students are allowed to operate independently, and by allowing students to view related demonstration actions in the form of micro-videos, students are allowed to conduct online discussions. For some more complex tasks, students can be assigned to self-study before class, which helps students to learn actively and maintain motor skills.

3. Application Research of Flipping Class in Higher Vocational Physical Education

First, the construction period of the pre-class teaching platform. The conventional teaching model has a fixed model, while the flipped classroom model also has a fixed model, but the teaching of this model is different in various disciplines. In the teaching process of physical

education classrooms in vocational colleges, students' learning of sports movements is different from other teaching subjects. For example, in the demonstration and explanation of movements, in order to allow students to be familiar with related sports movements, like in table tennis classrooms, Teachers can demonstrate from the preparation posture, middle and late stages of batting, so that students can better master.

Second, take the table tennis classroom teaching as an example of flipping the classroom. Before applying the flipped classroom model, teachers rated the table tennis skills of students, classified them according to excellent, good, pass, fail, etc., and then used statistical methods to deal with them. After the experiment, the students were questionnaires. The scale investigates students' interest in learning, autonomous learning, and teacher-student interaction. After the students implement the flipped classroom model, their learning initiative is improved. Some studies have shown that after implementing the flipped classroom model, 84% of the students think that the model has increased their interest in learning, 90% of the students think that the model can improve their own self-learning ability, and 83% of the students think that the model Can strengthen the interaction between teachers and students, so that the relationship between teachers and students has been greatly eased [7].

4. 3. Problems and suggestions in the application of flipped classroom in higher vocational physical education

First, there are problems. Higher vocational colleges need to pay attention to students' mastering of sports skills in the process of physical education teaching, and they must require physical education teachers to carry out unified thinking in teaching. However, in the actual teaching process, due to the influence of many factors, it is difficult to achieve unified thinking in higher vocational colleges. Instead, teaching is based on other concepts such as happy sports and healthy sports, which hinders the development of the flipped classroom model. The flip-type classroom model is a new field for physical education teachers in higher vocational colleges, which requires physical education teachers to continue to learn and adapt, and also needs to understand from the teaching content, key points and difficulties, and video recording. Flip classroom mode is to record the learning content in the form of micro video. For physical education, it is a dynamic process when teaching technical actions to it. In this process, the requirements for physical education teachers will be relatively high The recorded video must be clear and stable, and it needs to be edited and explained later. Therefore, it brings certain challenges to physical education teachers in vocational colleges. Students in higher vocational colleges have reduced their self-learning ability after class. Compared with elementary and middle school students, college students are more mature in thought and have stronger self-learning ability [8]. But for students in higher vocational colleges, time is relatively broad, and it is easy to slack off, which reduces the learning autonomy and relaxes the requirements on themselves. At this stage, students in vocational colleges are learning through the Internet, but due to the complexity of the network environment, they will not only learn, but also use them to chat, play games, listen to music, etc., which seriously reduces the learning of vocational colleges effectiveness. Moreover, the study of sports movements is also different from other disciplines, which requires continuous deepening exercises. At the same time, for the physical education classroom, the practice content occupies a large proportion, and it is accompanied by a certain degree of danger, so it is necessary to do a good job of protection.

Second, related suggestions. When making video, teachers need to ensure that the video time is not too long, try to reduce the explanation process of the principle, and avoid students from getting bored. You also need to ensure the form and content of the video. You can add some fun to the teaching content. While stimulating the interest in learning, you must also explain the action skills. In the classroom teaching of sports colleges, physical education teachers need to focus on the problems encountered by students in autonomous learning, actively communicate with students, and let students consolidate their mastery of motor skills. At the same time, we must actively apply the flipped classroom model, improve the training of teachers, change traditional concepts, and constantly improve the professional quality of teachers. Applying the flipped classroom model in

physical education classrooms can not only improve students' self-learning ability, but also focus on solving the problems encountered by each student for teachers, making the relationship between teachers and students more harmonious. Collect feedback and evaluation after class, judge whether the classroom teaching is perfect based on the collected information, and continuously improve the teaching content through the feedback question, thereby improving the quality of teaching.

Conclusion

The flipping classroom model is an inevitable trend in the development of times. There are both opportunities and challenges, which can not only improve learning efficiency, but also cultivate autonomous learning capabilities. Through the discovery in the teaching of physical education in higher vocational colleges, teachers and students must have relevant awareness in order to be effectively implemented. The Teachers should apply Internet technology to their daily physical education. For students in higher vocational colleges, to improve on their self-learning ability which is an important basis for developing a flipped classroom model. However, higher vocational colleges also need to recognize the shortcomings of the flipped classroom model in higher vocational PE classroom teaching, and actively solve the problems that arise, and take measures to allow the students to give full play to their learning enthusiasm and improve the quality of physical education.

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