



Application of Flipped Classroom in Physical Education

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ABSTRACT

The traditional physical education teaching mode limits the main demands of students and cannot meet the requirements of the society for physical education. Flipped classroom teaching mode, as a new teaching mode, has its advantages fully reflected. In this paper, the advantages and disadvantages of flipped classroom teaching mode and traditional teaching mode are compared by means of literature data method and logical analysis, and the specific steps and principles for attention are integrated into physical education teaching, hoping to improve the level of physical education.

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Introduction

Flipped classroom teaching mode was introduced into China in 2011, which has attracted great attention from the education circle in China and been discussed by many disciplines. With the emergence of various teaching modes, the flipped classroom footnote mode has been highly valued, which has exerted a certain influence on the traditional teaching mode. "Key points of education informatization work in 2016" points out that in the plenary meeting of the 18th CPC national congress and the third, fourth and fifth middle schools of the 18th CPC central committee, general secretary xi jinping delivered an important speech to strengthen the education plan, promote the application of information technology in teaching, and do a good job in the development of continuing education and the application of high-quality digital education resources. Flipped classroom teaching mode is consistent with the trend of The Times, which is an inevitable trend of the development of digital information technology. Flipped classroom is an open way of education in classroom teaching. Students learn knowledge at home before class, and communicate with teachers and students in class to internalize knowledge. The difference between flipped classroom and traditional teaching mode lies in that flipped classroom allows students to spend their own learning time freely, and teachers and students interact in class to achieve better teaching effect. In recent years, flipped classroom has been practiced in China on the basis of foreign studies.

1. Generation and meaning of flipped classroom

1.1 Generation of flipped classroom

The flipped classroom was first implemented by chemistry teachers Jon.Bergmamm and Aaron.Sams at Woodland Park High School in the United States in 2007. In 2007, teacher Jonathan sams began using recorded video software and presentations to help missing students catch up. And the production of video uploaded to the yahoo network, in this way to help truant students to remedial, after a period of observation, they found that using this network video teaching can significantly improve students' learning

efficiency and practical ability. Make the student's initiative, the enthusiasm, the activity greatly enhances, then enhances the student's study efficiency.

In the spring of 2011, Khan academy founder Salxnan Khan presented the flipped classroom model at TED. Since then, this teaching model has aroused wide attention and recognition in the education field. The flipped classroom "Open House" was held on January 30, 2012, which further optimized the learning effect of students by combining with the big era concept of school education. Flip the continuous development of classroom is the result of a college professor RobertTalbert, he advocated the sports classroom into the great age of the Internet +, school sports teaching with new science and technology, and the theoretical knowledge combined with online courses, improve the students' cognitive ability, can also give students a diversified sports curriculum choice, at the same time, new sports teaching students to create a good learning atmosphere, achieve learning resources optimization (1).With the continuous development of flipped classroom, Aaron Sams, an academic, said, "flipped classroom teaching can mobilize students' subjective initiative and tap students' potential, so that students can learn according to their personal interests and hobbies, and promote their personalized growth. Bergmann, Overmeyer, Willie (2011) and Bill Tucker (2012) pointed out that flipped classroom provides a brand new teaching mode and personalized learning means by providing an autonomous learning environment for students, promoting the interaction between teachers and students, students and students, students and parents, and parents and teachers. Zaid Ali Alsagoff (2012) and Ray McNulty (2013) believe that the biggest challenge of flipped classroom teaching is the face-to-face classroom learning and communication between teachers and students, so as to improve the defects existing in traditional classroom, and students can control their own learning progress and time freely. Through the collection, sorting and research of relevant materials through the Internet, it is found that countries and states with advanced education have

introduced flipped classroom into school teaching for a long time. According to a survey of flipped classroom teaching conducted by Jon. Bergmann and Aaron. Sams, 67% of teachers say flipped classroom teaching can improve students' academic performance. 80% of teachers think it can change students' learning attitude. 99% of teachers said they would continue to carry out flipped classroom teaching in the future. The questionnaire shows that flipped classroom teaching is effective in practical teaching.

1.2 The meaning of flipped classroom

Experts and scholars at home and abroad have different opinions on the meaning of flipped classroom teaching model. Foreign scholars Jon. Bergmann and Aaron. Sams pointed out that flipped classroom, as a brand new teaching mode, makes use of the new teaching video and the interaction between teachers and students, thus increasing the interaction between teachers and students and the personalized learning of students. Domestic academic experts have different definitions of flipped classroom teaching mode. Zhong xiaoliu, song shuqiang and jiao lizhen respectively think from the perspective of information technology application and think that flipped classroom teaching provides video and other learning materials. In class, teachers and students communicate and coordinate the teaching mode of inquiry. However, zhang jinlei, wang ying, zhang baohui and other academic experts conducted research from the perspective of teaching layout, holding that flipped classroom is a reversal of traditional classroom teaching methods. Knowledge is imparted before class and internalized in class.

Based on the above views, flipped classroom teaching mode means that students learn knowledge before class and internalize knowledge in class. In other words, teachers and students communicate with each other in class, so as to achieve better teaching effect.

2. Characteristics of traditional physical education teaching model

2.1 Teaching philosophy centered on physical education teachers

Traditional PE teaching mode means that PE teachers prepare lessons after class, teach content in class and let students learn. In this teaching mode, teachers are the center and pay attention to teachers' explanation and demonstration, which cannot satisfy students' desire for knowledge. In this teaching mode, the physical education teacher is always the leader of the class, which produces a rigid reaction and forms an inherent teaching procedure and procedure. In the teaching process, physical education teachers are required to consider what to do first and what to do later.

2.2 It has the teaching method of "pass-receive"

In the traditional PE teaching mode, PE teachers are the rulers and managers of the classroom, students are the subjects of the classroom and the recipients of knowledge, and textbooks are the media between students and teachers. Therefore, teachers, students and textbooks constitute the triad of traditional physical education, which is the essence of thousands of years of teaching model in China. This mode is conducive to the transmission of batch knowledge and the systematic learning of students, with a set of fixed and complete procedures.

2.3 Formalization and simplification of teaching process

The traditional physical education teaching mode is the transfer of knowledge between physical education teachers and students, which is fixed in form, simple and easy to use,

and can be applied in all subjects. However, it is not good for teachers to stimulate their professional knowledge, and to some extent suppress students' learning potential, which is not conducive to students' physical and mental health development. But this model can directly guide students to study, less detours, conducive to students to grasp the basic knowledge.

3. Characteristics of flipped classroom teaching mode

3.1 Update traditional teaching concepts

In the context of the information society, the traditional sports teaching model to suppress the students' desire for knowledge, so the physical education teachers should comply with the social development trend, strengthen the reflection, understanding the problems existing in the traditional sports teaching, accept advanced education idea, USES the advanced education teaching method, theory combined with practice, to adopt new teaching mode, actively to experimental research. The flipped classroom teaching model, to some extent, updates the shortcomings of the traditional teaching model and sets up advanced teaching concepts with students as the main body of teaching.

3.2 Student-centered teaching

In the traditional physical education teaching model, physical education teachers are the main body of teaching, teaching form is simple and clear, students listen to physical education teachers explain demonstration, then practice, then explain demonstration, then practice, teaching form is rigid, students lack interest in learning, teaching quality is difficult to guarantee. However, in the flipped classroom teaching model, students are the subject, teachers and students exchange roles, and physical education teachers become guides and promoters, which stimulates students' interest in learning, improves their initiative in learning, promotes the communication and interaction between students, and enables students to learn from each other, thus promoting the improvement of teaching quality.

3.3 More systematic physical education teaching process

Traditional physical education teaching model, physical education teachers, students, teaching materials trinity, the teaching process is simple, lack of systematic. In flipped classroom teaching model, the relationship between teachers and students is no longer a simple teacher-student relationship. Physical education teachers are the guides and promoters, and a new teacher-student relationship has been established. Teaching procedures, from the simple class after class, evolved into before class, class, after class three links closely linked, more systematic, improve the level of physical education teachers. Before class, teachers prepare materials and students learn independently; In class, students and teachers have interactive discussions. After class, practice and consolidate. The whole physical education teaching process is more systematic and perfect.

4. Comparison between flipped classroom and traditional physical education teaching mode

There are obvious differences between traditional physical education teaching mode and flipped classroom teaching mode. Physical education teachers are knowledge imitators, classroom managers and the main body of teaching, while physical education teachers are guidance and promoters of student learning in flipped classroom teaching mode. In the traditional physical education mode, students are passive receivers and learners of learning. In the flipped classroom mode, students are active researchers and demonstrators. Teaching mode: traditional physical education teaching mode

adopts classroom explanation + homework + test, while flipped classroom teaching mode adopts pre-class learning + classroom research + after-class consolidation. In terms of classroom teaching content, the traditional model adopts knowledge explanation, transmission and guidance, while the flipped classroom model adopts problem research and discussion. Technology application: traditional teaching mode USES blackboard to display contents; flipped classroom teaching mode USES independent learning, communication and reflection, and collaborative progress. Evaluation method: traditional teaching mode adopts traditional paper test, while flipped classroom mode adopts multi-angle, multi-way and multi-aspect evaluation method.

5. Application of flipped classroom teaching model in physical education

Flipped classroom can be used in physical education, and its implementation can be considered as pre-class, in-class and after-class.

5.1 Before class

Before class, the contents of physical education teachers will have a class to teach, including practice and theory, making a complete video, practice course include a complete action video teaching, isolations video, explanation and demonstration, the emphasis and difficulty in action, etc, decorate good learning tasks and requirements, issued to the QQ group or We Chat group, let the students watch study independently. PE teachers will group the classes according to the PE level and number of students, and let the group leader lead the students to study, so as to facilitate communication and guidance in the course of class.

5.2 In class

In class, each group will summarize the problems encountered in the pre-class learning process to the group leader in time. The problems of each group will be discussed and studied among the group members to discuss and solve simple problems. More difficult problem groups to analyze and discuss, can not solve the common problems statistics to physical education teachers; Physical education teachers in the course of class focus on the explanation, demonstration, guidance. In the course of class, physical education teachers can design targeted auxiliary exercises related to learning content according to the individual differences among students, so as to deepen the understanding and mastery of learning movements.

5.3 After class

After class, physical education teachers can release the extended teaching video of learning movements according to the individual differences of students and the mastery degree of students, so that students can learn independently after class to consolidate the movements learned in class. Meanwhile, due to limited class time, problems in class are not analyzed and discussed in time. After class, communication platforms can be used for timely communication and discussion. At the same time, PE teachers should also pay attention to students' mastery of movements after class, and cultivate students' ability of movement transfer.

5.4 Flipped classroom teaching mode in physical education teaching steps

The introduction of flipped classroom teaching model into physical education is not only a modification of traditional physical education model, but also an inevitable requirement of social development. The flipped classroom teaching model reflects the dominant position of students and

the clear division of labor between students and teachers. In the teaching process, students have tasks and requirements and are no longer passive receivers of knowledge.

6. Matters needing attention in the application of flipped classroom teaching mode in physical education

6.1 Formal processes are prohibited.

Flipped classroom teaching mode is a new teaching form. Since the development of flipped classroom is not long in China, the main teaching concepts should be mastered and formalization should be forbidden. Its teaching concept is the main body of students in teaching, teachers' teaching guide, the whole teaching process is divided into class, class, after class, students are the main body, in three stages: before class, students' autonomous learning, learning time and place is not fixed, students choose, this requires that teachers must pass all kinds of communication platform to understand students' learning. In class, the learning place is relatively fixed, that is, in the playground or the teacher, the students and teachers are relatively concentrated, and the students are still the leader of learning. After class, students learn the auxiliary actions, and the time and place are not fixed. Teachers supervise and guide them in time.

6.2 Excessive imitation is prohibited

Flipped classroom teaching model the educational environment in which flipped classroom teaching model is produced and grown in foreign countries is quite different from that in China. Only when flipped classroom teaching model is introduced into China, it must be integrated with China's educational environment to give full play to its advantages. At the beginning of its entry into China, there were hundreds of research papers, this kind of imitation is to learn from it as a shortcut to teaching success. The correct way should be to seek truth from facts, according to the actual environment of education in our country, consider the actual situation of students, and take a combination of theory and practice.

6.3 Correct the relationship between subject and object

Flipped classroom teaching model requires teachers and students to cooperate to complete teaching tasks and pay attention to the relationship between object and subject. In physical education, students' mastery of movement is influenced by exercises. Subject and object are dialectically unified, subject influences object, and object in turn influences subject. Therefore, the relationship between subject and object should be put right in teaching.

As a new teaching mode, flipped classroom teaching mode is applied to physical education teaching, which is not only a major reform of physical education, but also an impact on traditional physical education teaching mode. However, due to the influence of China's educational environment, flipped classroom teaching mode is a supplement to traditional teaching mode and cannot be replaced.

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