

A Reform and Exploration of Physical Education Flipping Classroom Teaching Mode in Higher Vocational Colleges under "Internet +"

Jie Chen

Shantou Polytechnic, Shantou, Guangdong, 515078, China

stcjaq7740@163.com

Keywords: Internet +, Higher Vocational College, Physical Education, Flipping Classroom Teaching Mode

Abstract: In the era of "Internet +", the traditional teaching idea and teaching method of higher vocational colleges need to be updated urgently, and the flipping classroom teaching mode has been applied in the physical education classroom. The essence of higher vocational physical education is to further improve the physical quality and sports ability of higher vocational students, and the key to the improvement of related abilities is not only the students' own learning attitude and ability, but also the influence of physical education teachers' professional accomplishment. With the development of the times, the traditional means of physical education are no longer suitable for the current teaching. Using the way of flipping classroom to teach, it can present the teaching content in the way of audio or video, better contrast the atmosphere of physical education learning, and discuss the present situation of its application, which is helpful to improve the teaching quality of physical education in higher vocational colleges.

1. Some Problems in Physical Education Teaching in Higher Vocational Colleges

The current mode of physical education teaching in higher vocational colleges, there are still some teachers using the traditional teaching methods, teachers oral body movements to explain, simple demonstration, so that students start to carry out physical education in the field. For example, a physical education teacher arranges students to jog on the playground first for two or three laps, then to do radio gymnastics, or in the form of a running high jump training, so that students free activities. makes students generally lose interest in teaching and tired of sports[1]. This kind of boring teaching method and class content, make students like physical education but do not like the teaching content arranged by physical education teachers, low interest in physical education teaching. And with the coming of "Internet +" era, the importance of physical education in higher vocational colleges has obviously improved in recent years, and teachers need to seek ways to improve the quality and efficiency of teaching. flipped classroom teaching mode is applied in such a context.

1.1. Participation of Students in Physical Education in Higher Vocational Colleges is Low

The nature of physical education makes it necessary to carry out physical education often outside, not indoors, but because higher vocational students are naughty and active, so in outdoor activities, higher vocational students are more loose and free, do not like to be taught by teachers to participate in the game[2] At the same time, students in higher vocational schools today are all after zero, and most of these students are the only children in the family who have not suffered much. Therefore, in the face of sports which may require the sun and rain, they will instinctively feel tired, dirty and bitter.

1.2. Old Sports Facilities, Equipment

School sports facilities, equipment due to the use of a large number of people, some of the facilities are exposed in the air to withstand the wind and rain, so vulnerable to man-made damage and wind erosion, resulting in sports facilities and equipment wear and tear, higher vocational

students in the use of these old facilities to play, it is easy to cause problems leading to dangerous accidents, while the experience of participation will be greatly discounted, not conducive to the cultivation of sports interest.[3]In most schools, the replacement of old sports facilities and equipment is not timely, which leads to the long-term use of unqualified sports facilities and equipment for sports, which naturally does not have much interest.

1.3. Inadequate Attention to Physical Education and Problems in Teaching Methods

With the development of new curriculum reform, physical education in our country is no longer an optional course, but it is still more important than traditional subjects such as extra-linguistic subjects. In teaching, most physical education teachers themselves pay less attention to physical education than teachers in subjects such as extra-linguistic subjects.[4]. Some teachers directly abuse and accuse students because their learning ability is a little poor, and such severe punishment will cause some harm to the body and mind of higher vocational students, while others will be sarcastic, which will also hurt students' self-esteem. Students in the growth stage is more need to encourage, such blindly chastisement will only cause students to learn sports interest fade.

1.4. Inadequate Evaluation System

In the current physical education of higher vocational colleges, the evaluation of teachers' teaching effect mainly depends on the students' physical education achievement as the evaluation index, which leads teachers to pay only attention to physical education achievement but not to the effect of teaching and the practical application significance of physical education teaching. The mark of examination-oriented education is obvious, which leads to the change of teaching goal and the pursuit of achievement, and the original goal of physical education teaching is to promote students to exercise more to improve their own sports ability.

2. Flipped Classroom Teaching Concept

Flipping classroom teaching means that according to the teaching content and the characteristics of the audience, the knowledge content of the class is taught through audio and video, so as to arouse the enthusiasm of the students in order to achieve the optimal teaching effect.[3]Therefore, the biggest difference between flipping classroom and traditional teaching method is that the teaching method used in flipping classroom must be using information technology, which is different from traditional teaching.

3. The Application Strategy the Flipping Classroom of Physical Education Teaching in Higher Vocational Colleges under the "Internet +"

3.1. Changing Teaching Methods to Include Multimedia Teaching

Because the development level of our country is still lower than that of developed countries, the process of education modernization is lagging behind, and the information-based teaching facilities in many higher vocational colleges are not perfect, which makes the application of multimedia facilities and modern information technology in school physical education popularization is not high[5]Modern multimedia technology makes students can not only learn through the teacher's words and deeds over and over again, such a method of knowledge acquisition is too single, not in line with the lively nature of students is not conducive to the study of students, the lack of modern teaching system under the support of teaching methods, difficult to adapt to the requirements of the information age. For this reason, teachers should make use of multimedia technology supported by information technology, replace blackboard gradually with PPT and so on, supplement the deficiency of traditional textbooks with information-based educational means, and use the development of multimedia to convey knowledge to students in higher vocational colleges by video and audio.

3.2. Carefully Designed and Controlled Video Teaching Content

Flipping classroom teaching of physical education is not so simple to achieve, even if the equipment is in place, but the content of physical education still needs teachers to check, whether it is PPT production selection, or video and audio selection production, teachers must carefully choose, avoid the use of flipping classroom physical education, the selected content and education theme, resulting in unsatisfactory teaching results.



Figure 1 Students following teacher training in higher vocational colleges

3.3. Focus on Individual Needs of Higher Vocational Students

At present, the reason for the fall of higher vocational physical education is that the curriculum is less, not a few classes a semester, students' interest is low. In order to change this situation, higher vocational PE teachers can give full play to their subjective initiative. For example, Liu Xiang's documentary and the 2008 Beijing Olympic Games attracted higher vocational students' interest in physical education teaching. After the video was played, the teacher explained the story behind the video creation, told them the importance of learning sports, and explained some of their predecessors' knowledge about sports, such as cultivating students' interest in English learning.



Figure 2 Students in higher vocational colleges playing basketball

3.4. Improve Teachers' Pre-Service and Post-Service Training Assessment

A higher vocational physical education teacher should have the corresponding vocational skills and love of physical education teaching cause, and at present some teachers only to be easy and easy to mix the sun, which makes the teaching team uneven, whether students can receive good physical education completely depends on whether the teachers met are reliable. In order to avoid this situation and improve the professional level of teachers, teachers' demands on teachers should be improved, and teachers should be driven to improve their professional accomplishment and professional ability. Before teachers enter the post, experienced old teachers should carry out short-term induction training to help teachers adapt to the physical education classroom quickly. And after entering the post, in order to avoid teachers idleness and not responsible, teachers should also implement certain performance evaluation indicators, urge teachers to do their best in teaching, at the same time, hold regular meetings to share teaching experience.

3.5. Improvement of Teaching Evaluation Indicators

It is necessary to have the corresponding evaluation index of the teaching effect when carrying out the flipping classroom teaching, so as to help the teachers to judge their own teaching effect and analyze their own teaching shortcomings and advantages. The evaluation index can not only be limited to students' physical performance, but also includes students' satisfaction with teaching methods, students' interest in learning physical education, students' homework completion and so on[6]Through the evaluation of teaching effect, teachers can better know the effect of their own teaching and the degree of students' mastery of knowledge and interest in physical education, so as to improve their teaching methods and improve their teaching level in the future teaching.



Figure 3 Higher vocational students in tug of war

4. Conclusion

The flipping classroom teaching method of physical education is very suitable for the present situation of physical education reform in higher vocational colleges, but its application is still in the initial stage, which requires teachers to pay hard work to explore to achieve better results.

References

- [1] Xie, Lei. A Path Study of Constructing Classroom Teaching Mode of Humanities Physical Education in Higher Vocational College. *Contemporary Sports Science and Technology*, vol. 10, no. 06, pp. 137-138, 2020.
- [2] Huang, Rijin. Exploration and Practice of Flipping Classroom Teaching Mode in Higher Vocational Colleges. *Rural Education in China*, no. 03, pp. 26-27, 2020.
- [3] Li, Xiaoxiang. Application of flipping classroom teaching mode in dance teaching in higher vocational colleges. *Northern Music*, vol. 39, no. 22, pp. 176-177, 2019.
- [4] Yanni, Zhang. Effect of omni-directional nursing mode on improving nursing satisfaction of patients with blood tumor. *Psychology Monthly*, vol. 14, no. 20, pp. 95, 2019.
- [5] The king is far away. A Probe into the Knowledge Management Activities of Teachers and Students under Flipping Classroom Teaching Mode in Higher Vocational Colleges. *Exploration of Higher Vocational Education*, vol. 18, no. 05, pp. 68-74, 2019.
- [6] Li, Ran. An Analysis of the Application of Flipping Classroom Teaching Mode in Dance Teaching in Higher Vocational Colleges. *Curriculum Education Research*, no. 33, pp. 221-222, 2019.