Research on the integration of College Public Physical Education and ideological and Political Education

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Abstract: According to the current situation of the reform and innovation of ideological and political courses in colleges and universities in the era of "internet+", this paper expounds the advantages of the reform of the flipped classroom teaching mode of ideological and political courses in colleges and universities under the background of "internet+", introduces the innovation of ideological and political classroom teaching in colleges and universities under the background of "internet+", and the practical application of teaching mode in colleges and universities..

1. Introduction

The era of "Internet+" has come, which provides a new carrier for teachers in the teaching mode of ideological and political theory. Relying on the new media technology, ideological and political teachers can obtain multi-channel sources of information, enrich the content and form of teaching, but also can show the picture and text and video in the classroom in front of the students, in a simpler way to solve the difficult problems in thought and politics, and improve the students' learning efficiency.

2. The Present Situation of the Innovative Teaching Mode of Ideological and Political Courses in Colleges and Universities

The first is the serious lack of ideological and political teachers who adopt innovative teaching. The ideological and political theory course is the "first course" for college students, and it is also a compulsory course, but with the development of the society, the ideological and political teachers are seriously lacking, and most of the colleges and universities have a large number of ideological and political classes, most of which are taught by mixed majors.

The second is that the teaching method is too single. The ideological and political courses in colleges and universities are becoming more and more less important, most of the teachers in the
teaching are simply to introduce book knowledge, do not do extension, students do not listen to the class seriously, because purely theoretical explanation is difficult for students to keep listening. In fact, for college students, this course should be an examination course, but some majors in some colleges and universities have changed the ideological and political curriculum into an inspection course, this course has become only an examination-oriented subject, so that students no longer pay attention to, just to deal with a final exam.

The third is that the ideological and political theory has a short opening time. The opening of ideological and theoretical courses aims to educate college students to establish a correct world outlook, outlook on life and values, but most of the ideological and political courses in colleges and universities are only located in the first stage of the beginning of the school year, and the opening time is relatively short, so it is difficult for ordinary teaching methods to form a complete ideological and theoretical system among college students.

3. The Advantages of the Turnover Classroom Teaching Model for Ideological and Political Courses in Colleges and Universities

3.1. Developing Students' Independent Innovation Ability

For college students, the teaching of ideological education is the first step of college students, as the saying goes: "set up people first to set up virtue ", moral first, as shown in (figure 2), for ideological and political learning is the only way for everyone. However, in many colleges and universities, the proportion of ideological and political courses is not large, the use of examination-oriented teaching mode, teachers' teaching methods tend to be traditional, which leads to the loss of enthusiasm of students in learning, not enough attention to ideological and political courses. Turning over the teaching mode of the classroom, using the way of micro video, not only can drive the enthusiasm of the students in the aspect of individuation, but also can fully spread the students' thinking and improve the students' independent innovation ability, so as to improve the students' comprehensive quality in all aspects.

3.2. Improving Personalized Teaching for Teachers

With the rapid development of the Internet, the reform of teaching mode has become the most important, and the fine design of the flipped classroom can add creativity to the teaching, thus further eliminating the disadvantages of traditional teaching. The design of the flipping class mainly emphasizes the students' learning work after class, which can let the students watch the video autonomously, consult the relevant materials spontaneously, and find fun in the new learning style. Teachers can also communicate with students at any time, strengthen the communication between teachers and students, make learning more convenient, so as to improve the overall learning efficiency.

3.3. Communication Between Teachers and Students

In the university, taking the initiative to consult teachers becomes an important channel for students to acquire knowledge and ability. Teachers have a rich experience in their normal teaching work, which can convey their feelings over the years to us through communication, but the ideological and political in the university The curriculum is generally displayed in the form of "big class ", the number of people in the class is large, the opportunity for teachers to communicate with each student is very few, it is difficult for middle school students to communicate with teachers face to face in the classroom, and the students' learning is limited to the classroom, and the ideological and political teachers hope to establish a good communication bridge with the students through various ways.

Now the development of network technology is increasing step by step, and the flipping classroom is relying on this technology to provide a good online communication channel for teachers and students to achieve online and offline integrated teaching methods. By turning over the use of the classroom, students can timely feedback the problem to ideological and political teachers,
and quickly resolved, teachers can also grasp the overall learning effect of students, in the following teaching can be targeted, multi-faceted grasp of the student's progress, thereby greatly improving teaching efficiency.

![Figure 2 Practice and innovation](image)

4. The Innovative Practical Application of Turnover Classroom in Ideological and Political Courses in Colleges and Universities

4.1. Pre-Class Preparation for Flipping Class

Firstly, prepare the lecture micro video before the teacher class. Teachers in class according to the syllabus, the preparation of ideological and political class teaching video, can choose excellent works in the network, but also can choose to record their own, the time is generally around 3-10 minutes, should not be too short or too long, too short will not bring students to listen to the rhythm, too long will make students feel boring. The production of micro-video, must grasp the key points, clear thinking, can let students grasp the key points in a short period of time, can list reference materials for students, stimulate students' autonomous learning ability, spontaneous participation in learning.

Secondly, Teachers make learning tasks for students in advance. Teachers raise and communicate important questions to students in advance, let students participate in learning purposefully, watch microvideo with problems, help students to improve their concentration, and enable them to fully mobilize their learning thinking, spontaneously enter the problem solving, and develop students' understanding ability.

Thirdly, pre-preparation communication phase. Before class, organize the students in groups, use the first 5 minutes of class to discuss the problems in the flipping class, study the questions in doubt, digest the problems encountered in the preview, and explore the problems. Through the discussion to solve the difficult problems, not only can the class close to the distance between students, but also can deepen the memory, firmly grasp the knowledge.

4.2. Design and Implementation of Flipping Classroom Teaching Activities

Firstly, Check the learning effect in class. In response to the questions raised earlier, the teachers used the group answers to the question results of the spot check, the use of this way of spot check, can give students a certain amount of pressure in the early stage, so that they can seriously participate in the study of the flipping class, but also the examination of their learning results[1]

Secondly, practical assignments in class. Assign the corresponding homework in the classroom, let the students participate in the form of a group, not only can strengthen the cooperation between groups, but also through communication to obtain a variety of understanding, increase their own knowledge content. Practical homework allows students to actively integrate into the classroom and feel the fun of the class, for example, the teacher raises a question about thinking and politics, lets students through the form of class survey, show the survey, get different views, collate the final survey results, this way can be a good way to integrate the class members together, stimulate
students to explore the problem, and get constructive opinions from it.

Third, the use of classroom scoring system. Competition is a virtuous circle, in which people tend to be better and compete with the strong to make themselves better. Therefore, in the classroom, according to the presentation of students' achievements, the embodiment of comprehensive ability and problem-solving situation, the teacher can properly set scores for students, and join the usual results, which can greatly mobilize students' interest in learning, and students can gain more knowledge and participation in the participation [2].

4.3. Establishment of an Evaluation System for Flipping Classroom Teaching

The traditional teaching mode often contains only the regulations of check-in in class, but not the comprehensive evaluation according to the students' various learning indexes. For college students, the improvement of comprehensive quality is the most important, as shown in (Fig.3), ideological and political learning is an important way to improve college students' thinking. The teaching of flipping class can be evaluated in real-time by means of the class check-in rate, the situation of answering questions in class, the participation of class and the completion of homework, which not only tests the students' language expression ability, but also sets a threshold in organizing ability, so that students can actively participate in it, thus improving the students' various indexes.

Teachers in the way of teaching is not fixed, for teachers, self-evaluation is also a way to improve themselves. The teaching evaluation of flipping classroom needs to pay attention to teachers' ability in making microvideo, whether it can meet the teaching requirements, whether students can focus on the key points of learning, whether the formulation of learning plan can meet the needs of students' expansion, whether to formulate solutions to students' difficult problems, and whether to correct the mistakes in teaching video correctly.

The implementation of the flipping classroom in the classroom needs to meet many conditions, first of all, whether the school can agree to the introduction of the classroom, the school's support is the first step in ideological and political class to carry out the flipping class, the traditional ideological and political classroom in colleges and universities has been finalized, and the innovation in the classroom needs the strong support of the school. The second is whether the equipment condition of the school can meet the opening of the flipped classroom, the condition of the school is to launch the basis of the flipped classroom, without the support of the equipment, the flipped classroom will not be able to carry out. The third is whether there are ideological and political teachers with the experience of flipping classroom. With the development of the Internet, software technology brings great challenges to teachers. The production of flipping classroom needs professional or real contact with ideological and political teachers to promote the whole flipping classroom in the school[3].

5. Conclusion

In short, flipping classroom is a new classroom structure designed for students based on Internet
technology, and its implementation can greatly stimulate students' interest in ideological and political classroom. can make students progress each other in communication, improve students' autonomous learning ability, and thus solve the difficult problems in ideological and political teaching as a whole.

References

