

## **Research on the Application of Flipped Classroom in Sports Dance Teaching in Colleges and Universities**

**Gong Yan**

Jiangxi Science and Technology Normal University, Nanchang, China

**Keywords:** flipped classroom, sports dance course in colleges and universities, teaching method, strategy

**Abstract:** Flipped classroom first emerged in the United States and has made breakthroughs in the application of classroom. It has been recognized by most teachers all over the world and constantly innovated and applied to different disciplines. In our country, the application of flipped classroom is still in its infancy. Classroom teaching is still dominated by traditional teaching. There is no strong breakthrough. Especially in sports dance teaching, students' self-learning ability is weak. They still passively rely on teachers to achieve theoretical knowledge and dance skills. Therefore, the effective combination of flipped classroom and sports dance teaching is propitious to change the current situation of sports dance teaching.

### **1. Connotation of Flipped Classroom**

Flipped classroom, also known as "Inverted Classroom", taking information network classroom and traditional classroom as the intermediary, refers to teachers' reversal or inversion of the traditional teaching process in time and space, aiming at the cultivation of knowledge skills and learning ability. It is based on students' group autonomous learning before class, focusing on pre-class knowledge and skills learning, which is a new kind of teaching method realizing internalization consolidation and application of knowledge after class through teacher-student interaction. Its main characteristics are that students are able to preview new lessons through the website before class as well as complete knowledge internalization through classroom questioning, discussion, exhibition and other cooperative inquiry methods. Students' questions will be timely solved through interactive exchanges and answering puzzles after class between teachers and students. Teaching effect can be evaluated in a pluralistic way according to the status data generated by the website.

### **2. Deficiencies of Flipped Classroom Teaching in the Application of Sports Dance Classroom in Colleges and Universities**

(1) At present, many dance teachers have insufficient understanding of the concept of flipped classroom in teaching process. Some feel that flipped classroom emphasizes the use of information technology so that students do not pay attention to classroom learning. Others think that the role of teachers has been diluted. While these opinions are biased. In the process of real application of flipped classroom teaching, many teachers haven't grasped the practical degree of flipped classroom properly and learn to use the method systematically, resulting in students' knowledge confusion in the process of learning, and the forming of a unclear logic on the content. It is understood that some teachers only recorded some exercises in the link of pre-class preparation, but did not seriously deal with the production of micro-lesson videos, so their teaching roles have not been well transformed. They still pay attention to their main position in the classroom. In addition, many colleges have less investment in the flipped classroom and do not improve the construction of teachers. Teachers' professional ability limits the practice of flipped classroom. Therefore, it can be seen that universities lack an effective flipped classroom supervision system, etc.. All aspects have exposed the shortcomings of the current situation of flipped classroom teaching.

(2) In the application in sports dance classes, on the one hand, it is not enough to grasp the

flipped classroom, on the other hand, it is the defect of the content of sports dance courses in colleges and universities. Essentially, sport is only one aspect of sports dance teaching. Of course, its purpose is to strengthen students' physical fitness, but in this regard, many teachers focus inaccurately. That is, they spend a lot of time in sports dance class to teach sports skills, but not enough time for students to really carry out sports practice. Furthermore, the real emphasis of sports teaching is the interactive process between teachers and students, including the setting of teaching objectives, teaching guidance and teaching evaluation. The essence of college physical education teaching should be the process of improving ideological value from sports. Many dance teachers' teaching methods are still too single. If teachers fail to update their teaching concepts in time and learn teaching methods in the new era, they will lead to passive learners in the classroom, thus losing students' interest in physical exercise. The difficulty coefficient of teachers' successful completion of teaching courses will increase, which directly affects the quality of physical education.

(3) At present, many teachers and students still have the misconception that taking sports-related courses is a waste of study time, which leads to the phenomenon of many students' perfunctory in taking sports dance classes. In the process of teaching evaluation, the way is too single, and not consider students' personality differences. It is unfair to feedback students only by their achievements. If students' personal qualities are not considered comprehensively, great teaching progress will not be achieved.

### **3. Value of Sports Dance Flipped Classroom**

#### **3.1 Help to Cultivate Students' Autonomous Learning Ability**

Sports dance teaching usually adopts the form of theoretical explanation, teachers' demonstration of action, students' imitation exercise and teachers' itinerant guidance. This traditional teaching method overemphasizes teachers' leading role. While the teaching form is single. The most direct way for students to learn is to imitate teachers' action. But sports dance is a diversified sport. It is not just simple movement exercise but the fusion of dance feeling and music. This simple and single teaching form emphasizes the value of sports dance for students' fitness and shaping, but neglects the artistic value of students' pursuit for fashion and personality. Students has different methods and abilities to learn sports dance and the learning progress is also uneven. Sports dance flipped classroom can effectively solve these problems. Students are suggested to learn independently according to their own situation from the following aspects:

(1) Autonomous planning of learning time. College students' learning life is rich and colorful, so learning methods are more autonomous with more flexible spare time. Flipped classroom provides students with video teaching. Students are able to learn according to their own time. For example, after theoretical learning, students can carry out sports dance exercises, which not only pleasures the body and mind, but also improves students' learning effect.

(2) Master the learning progress independently. It is essential to watch and practice dancing movements which are difficult to master repeatedly which helps students keep up with the progress of class and save time for practice in class.

(3) Self-expand learning content. There is a variety of sports dance with various forms of manifestations. Students who possess faster learning are allowed to choose to learn other dance types in advance or expand learning other forms of dance, with the body showing the dance perfectly.

#### **3.2 Help to Integrate and Optimize Teaching Resources of Sports Dance**

In recent years, with the rapid development of sports dance, the movement becomes complex and diverse, and the technical difficulty is increasing. In addition, sports dance is imported. Teachers in colleges and universities engaged in sports dance have different majors and training information is blocked, which leads to their lack of theoretical knowledge of sports dance, the lag of technical movement, the irregularity of movements so on. It is difficult to update teachers'

professional skills in time, and students' learning content is obsolete and non-standard. As a product of the information age, flipped classroom has broken the limitations of time and space. Teachers use modern network technology to integrate high-quality resources of various countries and regions to create micro-videos, to provide students with explanations of the latest and most cutting-edge technical action for self-learning. Students are able to improve their movement level and form their own dance styles by watching the technical actions of excellent teachers and world-class athletes, thereby promoting the rapid development and dissemination of sports dance.

### **3.3 Help to Realize the Exquisite Teaching of Sports Dance**

Modern college students have heavy work as well as rich and colorful campus life, so the time available for extracurricular physical exercise is relatively scarce. It is difficult to meet the most basic sports needs of students in one to two classes a week. What's more, there are many kinds of dances with a strong specialty, so it's difficult to learn. After learning a new movement, students need to spend a lot of practice time to master the movement completely. They can only learn little in limited time. It is difficult to achieve the goal of physical exercise in the initial stage of learning. Therefore, class time is particularly precious. Under the flipped classroom teaching mode, students are allowed to watch teaching videos in advance, imitate learning actions according to their understanding and perception, feedback and exchange with teachers, and then learn new actions with profound perception, thus improving learning efficiency, saving learning time and achieving the purpose of concise explanation and elaborate practice.

### **3.4 Help to Realize the Diversified Interactive Exchange between Teachers and Students**

Teachers in traditional teaching mode are the dominant ones. During the whole process, teachers teach unilaterally, while there is no communication between teachers and students after class. How much knowledge students have learned and what problems they encounter, teachers can not get feedback in time. Nowadays, it has become a habit for students to use mobile phones and computers to learn and communicate. Teaching informationization is an inevitable trend of learning reform. Flipped classroom teaching mode precisely adapts to students' learning habits, narrow the distance between teachers and students, create a pluralistic interactive communication mechanism between teachers and students, eliminate the concept of teacher-student hierarchy, and make teachers and students more equal, which is conducive to forming a good learning atmosphere of sports dance.

## **4. Effective Strategies for the Application of Flipped Classroom Teaching to Sports Dance Course in Colleges and Universities**

### **4.1 Scientific Evaluation of Sports Dance Teaching**

It is one of the important links to make scientific teaching evaluation when using flipped teaching mode in sports dance courses. Traditional evaluation of sports dance teaching neglects students' individual differences, so it does not possess a good practical efficiency. In the new era, course teaching evaluation pays attention to the diversified development of students, that is, not only taking achievement as the sole aspect of students' learning achievement, but also teachers' mutual evaluation, students' mutual evaluation and self-evaluation. Sports dance teachers are required to summarize teaching skills and related contents in time after class teaching, make appropriate comments on students' learning situation and arrange after-class learning tasks. In addition, they should carefully design teaching plans, encourage students to review the dance movements taught in class, and make them record their own creative animation and trend content by using media equipment, so that teachers are capable of broadening their horizons, understanding the culture of students' circles, closing the distance between teachers and students, and promoting the communication between teachers and students.

### **4.2 Build a Network Teaching Platform**

Under the flipped classroom teaching mode, students' sports dance learning is based on online virtual network platform. Pre-class network platform learning is the foundation and key. Therefore,

it is particularly important to build a good network platform. A good network teaching platform should be conducive to “students’ learning” and “teachers’ teaching”, including the following two characteristics:

(1) It should have a strong attraction and improve students’ learning effect.

(2) Complete functions are conducive to teachers’ teaching. Perfect sports dance network learning platform need to include teaching resources sharing, teacher-student communication, problem discussion, learning monitoring, learning achievement display, online evaluation, assignment and comment, message task notification and other modules.

### **4.3 Display and Exchange of Students’ Achievements**

After students have a correct understanding of knowledge and skills, teachers are expected to design the link of presentation and communication. The display of teaching results is an important means of students’ communication practice, which can take the form of competition, performance, discussion of problems, dance creation and so on. The presentation and exchange of teaching results should be based on teaching objectives, teaching contents and learning conditions.

### **4.4 Do a Good Job in Curriculum Construction**

The key content of flipped classroom teaching mode is the production of pre-class teaching video. Generally speaking, the period of concentration of students’ thinking in a class is about 10 minutes. Therefore, teachers should try to control the time within 15 minutes when making pre-class video of sports dance. On the one hand, it ensures students’ learning efficiency. On the other hand, it avoids the phenomenon of interest abatement caused by long time. The production of many videos may cause some difficulties for dance teachers, but they are required to constantly improve their own quality, actively learn modern means of information, and make good videos before class. They can choose one, two or collective actions according to teaching contents when making sports dance videos. These videos should be targeted but not be made at will. Teachers are suggested to insert some network language into videos to make humorous explanations, which is helpful to improve students’ interest in watching videos.

## **5. Conclusion**

Flipped classroom, also known as “reverse classroom”, is a new teaching mode. It combines pre-class preparation with in-class teaching, so that students’ autonomous learning ability will be greatly enhanced and teachers are capable of getting better teaching effect in the classroom. Through the application of flipped classroom teaching mode in sports dance teaching, students’ interest in learning sports dance has been effectively enhanced. Therefore, they are able to gain more understanding of sports dance and build their own knowledge framework, thereby improving the quality of sports dance teaching in colleges and universities.

## **References**

- [1] Wang Dandan, Li Li. Feasibility and Key Points of Application of Flipped Classroom in College Physical Education [J]. Contemporary Sports Science and Technology, 2018,8(11): 67+69.
- [2] Wang Can. Application of Flipped Classroom in Sports Dance Teaching in Colleges and Universities [J]. Science and Education Educational Journal (Late Decade), 2017 (11): 109-111.
- [3] Cai Shu. Reflections on the Application of Flipped Classroom in College Physical Education [J]. Contemporary Sports Science and Technology, 2017,7(32): 56+58.
- [4] Chen Hui. Application of Flipped Classroom Teaching Mode in Sports Dance Course in Colleges and Universities [J]. Sports, 2017 (07): 115 + 76.