

Research on the Application of Network-based Flipping Classroom Teaching Mode in College Physical Education

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Abstract: In the era of rapid development of the Internet, new requirements have been put forward for the teaching mode of physical education in colleges and universities. At the same time, the appearance of flipped classroom is not only a revolutionary reform in the educational circles, but also a breakthrough of the traditional teaching model, which is one of the main development directions of College Physical Education Teaching Model in the future. At present, some colleges and universities have introduced the teaching mode of flipping classroom in physical education teaching, and have achieved certain results. However, there are still a series of problems in the application of flip classroom teaching mode in college physical education. Based on this, this paper first outlines the problems existing in the traditional physical education teaching mode in Colleges and universities, and on this basis, discusses the application strategies of the network-based flip classroom teaching mode in College Physical Education teaching, with a view to providing some new ideas for the follow-up study.

1. Research background

1.1 Literature review

The traditional teaching mode of physical education in colleges and universities is teacher-led. Teachers only instill some conceptual knowledge to students unilaterally, while students are numb and passive (Li, 2018). At the same time, the teaching time of traditional physical education in colleges and universities is limited. In the limited time, teachers not only teach the course content, but also organize students to carry out collective activities. As a result, the related sports activities can only be formalized and have no real effect. Therefore, physical education teachers do not have enough time to pay attention to the physical quality of each student, nor can they understand the learning effect of each student (Dai, 2018). With the development of network technology, various new teaching modes emerge in an endless stream, and the flipped classroom is the representative of the new teaching mode. As a new teaching mode, flipped classroom has been widely used in the teaching mode of colleges and universities in recent years. Physical education in colleges and universities can make the relationship between teachers and students more intimate by flipping the classroom. It can also make up for the shortcomings in physical education to a certain extent (Yu, 2018). The application of flip classroom teaching mode in physical education teaching can stimulate students' interest in learning physical education, and can effectively cultivate students' independent learning and innovation ability. Flipping classroom can make full use of pre-class and in-class time. By combining online learning with traditional teaching mode, it can not only improve teaching quality, but also enhance students' learning ability (Liu, 2015). The key point of inverted classroom teaching method in college physical education is that physical education teachers need to establish clear teaching objectives, clear teaching content and knowledge points, actively understand students' ideas, and arrange courses and training reasonably according to students' physical condition. Students should take the initiative to communicate their views and problems with physical education teachers in the course of teaching, and timely feedback to physical education teachers (Liu and Wang, 2015). Physical education teachers also need to adjust teaching methods and intensity according to students' feedback. Let students form a virtuous circle in learning, making mistakes, correcting mistakes and perfecting, so as to continuously improve students' sports

skills. Only when students and PE teachers cooperate with each other and make progress together can the effect of flip classroom teaching be maximized (Liu, 2016).

1.2 Purpose of research

As an important part of teaching theory, teaching mode also plays a bridge role between theory and practice. As a new teaching mode to subvert the traditional teaching mode, the flipped classroom has good prospects for development. Therefore, the flipped classroom is called the “educational revolution”. However, at present, there are not many actual cases of inverted classroom in sports teaching mode, and there are few related research results. It is not clear whether the flip classroom can be introduced smoothly, how to introduce it and how to introduce it into the physical education teaching in Chinese universities. After a series of teaching reforms, China has provided macro guidance for the reform of physical education in Colleges and universities. Under the guidance of the new educational reform, the efficient physical education teaching mode also has clear and innovative ideas. However, at present, although college physical education teaching has tried a variety of reform methods and innovated a variety of teaching methods, it still fails to fundamentally change the traditional physical education teaching mode with teachers as the dominant. For example, in the teaching content, its reform content is mostly to increase the interest and fitness of the curriculum to improve the teaching effect. In terms of teaching methods, most of them begin with the study of how to improve the way of explanation and how to increase the number of questions. Therefore, how to integrate the flipped classroom teaching mode into college physical education teaching is the main content of this paper.

2. Problems in the traditional teaching mode of physical education in colleges and universities

2.1 Single means of physical education teaching

Compared with foreign physical education teaching methods, the physical education teaching methods in Chinese universities are mechanical and single, and lack of systematicness is mainly manifested in two aspects (Liu, 2016). On the one hand, college physical education teachers lack flexibility in teaching students a specific skill. A teaching plan and teaching method can be used for one semester, or even several semesters. The teaching method is seriously lack of innovation and practicability. On the other hand, physical education teachers in Colleges and universities mostly use the teaching method of theoretical explanation and demonstration, and finally complete a class by correcting students' errors. Although this teaching method can enable students to understand the correct use of a skill, it lacks practice and can not be applied in practice. Although the current physical education teachers will help students to deepen their learning through various teaching methods, due to the limitation of classroom time and the lack of systematic learning, students lack practice and application, and it is difficult to achieve the deepening of the study of physical education. Unified teaching method can only unilaterally improve students' sports knowledge and skills, but it is relatively deficient in improving students' autonomous learning and innovative learning.

2.2 Physical education teachers' action teachers are not standardized

College students are creative and flexible groups. Therefore, college students also have more requirements for sports activities. Whether in the way of learning or in the content of activities, college students have a strong sense of novelty, and their requirements are rich and diverse. In order to meet the diversified needs of students for sports knowledge, college physical education teachers must have the necessary professional skills and knowledge to meet students' learning needs. However, in actual teaching, college physical education teachers are influenced by age, education background, physical quality and other factors, and their knowledge and skills can not meet the learning needs of contemporary students (Feng, 2017). The single teaching method of P. E. teachers can not match the diversified needs of students. In the process of sports teaching, action demonstration is the most critical and difficult link. Standard action demonstration can enable

students to have a comprehensive understanding of the skills and techniques they have learned. This also raises higher requirements for the professional skills and accomplishments of high-efficiency PE teachers. Non-standard demonstration of physical education teachers' technical movements is one of the reasons leading to poor physical education teaching.

2.3 Lack of physical education teaching content

In the traditional teaching mode, students are only passive acceptance, lack of initiative to learn (Li, 2018). Physical education teachers, as classroom guides, dominate the content of curriculum learning, so they can learn whatever they teach and what students learn. In addition to learning the content of physical education in the classroom, students will not carry out intensive training and review after class, which directly leads to the poor effect of physical education teaching in Colleges and universities. Dependence and passivity are the characteristics of traditional teaching mode. Teachers in the classroom teaching content is relatively simple, only the most basic content of textbooks and plans. Therefore, students lack in-depth understanding of the use of sports skills and sports. The superficial teaching content is not conducive to cultivating students' lifelong sports consciousness, and can not help students cultivate sports interest. Therefore, on the basis of traditional physical education teaching, the network-based flip classroom needs to choose its advantages, eliminate its shortcomings, renew and innovate, combine theory with practice, and teach students to learn independently. Only by stimulating students' interest in sports, cultivating students' ability of self-thinking and self-exploration, and enabling students to actively explore sports knowledge, can students improve their physical and mental literacy and comprehensive literacy.

2.4 Students' understanding of the importance of physical education classroom

As the saying goes, interest is the door to knowledge and the best teacher for students. How to stimulate students' interest in learning is a problem that every sports teacher needs to solve (Chen, 2016). Students' interest in the curriculum is tantamount to having the key to open the door to knowledge. Only when students understand the meaning of learning can they generate motivation for continuous learning and master sports skills can they have learning methods. For a long time, in the whole education and training system, physical education achievements have not been taken seriously. Both students and parents think that the results of physical education are insignificant and do not affect other results. Therefore, students do not have a deep understanding of physical education and physical education. The quality of physical education course teaching determines whether students are interested in physical education. The poor effect of physical education teaching will also lead to the decline of students' physical fitness year by year. Traditional teaching methods of physical education are dull and boring. Students can not arouse their interest in learning, and their enthusiasm for learning will be greatly reduced. Students without interest in learning sports skills will also decline, thus forming a vicious circle. If we can use the new teaching method to teach physical education, the teaching effect will be better, and it will also be of great help to improve students' physical education literacy.

3. Application strategy of network-based flip classroom teaching model in college physical education

3.1 Improving the comprehensive ability and quality of physical education teachers

Applying the flip classroom teaching mode in college physical education can effectively make up for the shortcomings of the traditional physical education model. The introduction of the flipping classroom teaching mode puts forward higher requirements for the ability and quality of college physical education teachers. Physical education teachers in colleges and universities should constantly improve their comprehensive ability and quality, and enrich their knowledge structure to match the application of flipping classrooms. Only by constantly updating its own teaching philosophy and constantly improving its teaching methods can it meet the development needs of

students and adapt to the development of modern society. Colleges and universities can organize skills training and knowledge lectures to improve the comprehensive quality of physical education teachers. Let professional computer teachers provide professional training for physical education teachers, and teach physical education teachers to use multimedia and network to teach. Only through continuous learning and improvement, physical education teachers can understand the real needs of students and design a physical education curriculum that meets the development of students in order to improve teaching efficiency.

3.2 Inspire Students' interest and let students understand the importance of physical education

The flipping classroom subverts the teacher-based teaching model in the traditional teaching mode. In the flipping classroom teaching mode, the teacher-student relationship has changed. The students mainly focus on self-directed learning, and the teachers mainly help students solve problems. Students only have sufficient self-learning ability to adapt to the teaching mode of the flip classroom. Flipping the classroom is a more liberal way of learning, and students can practice and learn according to their own abilities. College physical education courses are mainly based on student practice. After giving students a certain amount of practice time and space, students also need to learn and reflect on their own. In this process, physical education teachers should give students appropriate counseling and supervision so that students can correctly understand sports. Avoid students losing interest in sports because of misunderstandings about sports. Physical education teachers should correctly guide students' cognition of sports, stimulate students' interest and hobbies in sports through active classes, and let students actively learn sports because of their interests.

3.3 Optimize the content and methods of physical education

If teachers want to stimulate students' interest in the physical education classroom, it is necessary for the physical education teachers to continuously optimize the teaching content and teaching methods. Only innovative teaching content and new teaching methods can stimulate students' interest in learning, and the society will actively cooperate with physical education teachers to complete classroom teaching. On the other hand, interesting teaching content can also enable students to take the initiative to review and train after class, which is conducive to students to develop self-learning awareness. Students continue to improve their sports literacy through after-school study and practice, and ultimately can form a lifelong sports awareness. Physical education teachers should reasonably plan the teaching content of physical education textbooks, and design a set of teaching plans that meet the students' personality characteristics, hobbies and physical qualities. While increasing the fun, fully mobilize the students' emotions, continuously develop the resources of the physical education curriculum, and flexibly use the teaching methods of flipping classrooms to make the teaching content closer to the actual life.

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