

The Application of Flipped Classroom in College Soft Baseball and Softball Teaching

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Abstract: Flipped classroom is the main direction under the background of new education reform, and the traditional model can no longer meet the soft baseball and softball teaching in colleges and universities. This article will analyze the role of flipped classroom in college soft baseball and softball teaching, and summarize the application steps of flipped classroom before, during and after class. It also discusses the need to renew flipped classroom teaching concept in college soft baseball and softball teaching, stimulate students' self-learning ability, improve classroom information infrastructure, enhance teachers' comprehensive ability and quality, and further improve the effectiveness of college soft baseball and softball teaching.

Keywords: Flipped classroom; Colleges and universities; Baseball softball; Teach

1. Introduction

At present, it is of great significance to apply the flipped classroom model to soft baseball and softball teaching, which can bring out good teaching effect. Based on the comprehensive implementation of the new curriculum standards, it puts forward extremely strict requirements for the physical education teaching curriculum of secondary vocational schools, and the former single and traditional teaching methods are obviously no longer in line with the teaching needs of each stage^[1]. As for the flipped classroom teaching mode itself, it not only pays attention to students' mastering the skills related to soft baseball and softball, but also attaches great importance to students' own health, and comprehensively strengthens students' physical education level. Next, we will discuss the application of flipped classroom in soft baseball and softball teaching in colleges and universities, so as to promote the standardization of soft baseball and softball teaching.

2. The role of flipped classroom in soft baseball and softball application in colleges and universities

2.1 Exercise independent learning

In the flipped classroom mode, students can learn the basic rules and technical movements of soft baseball and softball by watching teaching videos and reading materials before class. This helps develop students' ability to learn independently and think independently, making them more proactive in the learning process^[2]. Students can watch the teaching videos repeatedly according to their learning progress and understanding level to deepen their understanding and mastery of knowledge.

2.2 Strengthen teacher-student interaction

In class, teachers can have more time to interact with students, answer students' questions, and guide students to carry out practical operations. This interactive teaching method can increase students' interest and participation in learning, and promote cooperation and communication among students^[3]. For example, in the tactical explanation of soft baseball and softball, teachers can organize students to have a group discussion, let students share their views and ideas, and then make a summary and comment.

2.3 Improve teaching quality

Through flipped classroom, students can fully prepare before class and focus more on practical operation and problem solving in class, thus improving the teaching effect. At the same time, teachers can also learn about students' learning progress and mastery in time and adjust teaching strategies through students' pre-class learning and classroom performance. In the soft

baseball softball teaching, students can learn the essentials and precautions of technical movements in advance by watching the teaching video, so that they can master the technical movements more accurately and improve their technical level when practicing in class^[4].

3. Flipped classroom is used in soft baseball and softball teaching practice in colleges and universities

3.1 Preparation before class

Teachers make teaching videos, courseware and other teaching resources, and upload them to the network teaching platform. The teaching video should be concise and clear, and the focus should be prominent, so that students can master the basic knowledge and technical movements of soft baseball and softball in a short time. Teachers assign pre-class learning tasks, requiring students to watch instructional videos, read related materials, and complete online tests or assignments. Teachers can learn about students' learning situation in time through the network teaching platform and get ready for classroom teaching.

3.2 Classroom teaching

First, knowledge review and question answering. Teachers first review what students have learned before class, answer their questions, and help students consolidate what they have learned. Secondly, practical operation and guidance^[5]. Students practice softball while teachers guide and correct them. Teachers can organize students to have group competitions, mock competitions and other activities to improve students' practical ability and team spirit. Finally, the class summary and evaluation. Teachers summarize and evaluate students' classroom performance, point out their strengths and weaknesses, and make suggestions for improvement. At the same time, teachers can also let students conduct self-evaluation and mutual evaluation, and promote students' self-reflection and self-improvement.

3.3 After-Class consolidation

Teachers assign homework and ask students to review and consolidate it. Students can complete homework by watching teaching videos, reading relevant materials, and doing practical operations. Teachers can communicate and interact with students through the network teaching platform, answer students' questions, and understand students' learning situation.

4. The strategy of introducing flipped classroom into soft baseball and softball teaching in colleges and universities

4.1 Update flipped classroom teaching concept

Concept is the primary condition of behavior. When using the flipped model in college softball class, the first thing to do is to strengthen the concept innovation of flipped classroom model. In this case, the positive role of flipped classroom teaching model can be maximized. In the actual classroom, teachers can first clarify the purpose of using this model in the classroom, and take this new model as a way to cultivate students' overall literacy, stimulate students' interest, and enhance students' autonomy and learning ability in the classroom. Teachers should implement the student-oriented concept, improve and optimize it based on the actual situation of students, integrate information technology into the flipped teaching of soft baseball and softball classes in colleges and universities, strengthen teachers' own network technology, see the problems students encounter in learning, and carry out corresponding design for this new model. Strengthen the innovation of flipped classroom teaching concept, change the previous teacher-oriented teaching model, implement the student-oriented teaching concept, effectively combine online and offline models, strengthen the application of multimedia technology, and maximize the use efficiency of flipped classroom.

4.2 Improve the classroom information infrastructure

To use flipped classroom mode in soft baseball and softball teaching in colleges and universities, it is very important to have certain information infrastructure and perfect network platform. Construction of teaching content on the platform, assignment of corresponding homework, communication between teachers and students, testing on the platform, evaluation and question-answering after class, and monitoring of students' learning after class, etc., all these steps require the improvement of information technology facilities. The first thing to do is to have the corresponding server, good network configuration, hardware facilities, etc.; Second, the network in each classroom should be smooth, and the wireless network should cover students' dormitories, playgrounds and other places. The functions on the platform should be simple and comprehensive, and you can browse on mobile phones or computers. Under the background of the complete technology of these facilities, the development of flipped classroom will be more smooth, and the quality of soft baseball and softball class will be better improved.

4.3 Improve teachers' comprehensive ability and accomplishment

Regular training of teachers' professional skills should be conducted, especially the introduction of new teaching modes, and the use skills of teachers should be improved to ensure their proficiency in new skills, such as making small videos and micro-videos. All these require teachers to master corresponding information skills, which can effectively integrate classroom knowledge with soft baseball and softball technology. Maximize the stimulation of students' independent learning ability in the classroom, ensure the sound personality of students, and cultivate outstanding talents for the country^[6]. In addition, the improvement of teachers' teaching ability is very key to the application of flipped classroom in physical education class. Teachers can brainstorm, learn from each other, and adopt the mode of division of labor and cooperation. In the team, teachers can customize the outline and teaching plan together to prevent or solve the problems that are prone to occur in the flipped classroom. On the one hand, this can ensure the smooth progress of the flipped classroom, and at the same time, it can improve the teaching skills of each teacher and maximize the improvement of the class quality. In addition, in the flipped classroom mode, teachers can use relatively diversified evaluation modes, in which case, the evaluation of soft baseball and softball teaching can be better supplemented and improved, and the soft baseball and softball classroom can play a positive role. From this, it can be seen that the flipped classroom is more suitable for the teaching characteristics of soft baseball and softball in colleges and universities. Teachers should reasonably introduce flipped classroom mode to maximize students' independent learning ability and improve classroom efficiency.

4.4 Strengthen the integration of flipped classroom and teaching mode

If we want to make better use of the flipped mode in soft baseball and softball teaching in colleges and universities, then we should analyze the integration of the flipped mode. The most important thing is to take the flipped classroom mode as the main teaching mode in the classroom and take the previous teaching as the auxiliary mode to improve the classroom efficiency. It integrates flipped classroom teaching with some platforms such as cloud class teaching, and uses new technologies to carry out online learning to maximize the efficiency of flipped classroom. Second, we should pay attention to the integration of flipped classroom and teaching mode. For example, if teachers use inquiry learning mode in class, they can effectively integrate flipped classroom and inquiry learning mode, and use corresponding technologies to present soft baseball and softball knowledge to students, so that students can explore. In this case, the role of flipped classroom can be maximized. In order to integrate flipped classroom and teaching mode, we should also pay attention to the combination of online and offline, and carry out design innovation from the classroom content to maximize the role of flipped classroom in soft baseball and softball classes in colleges and universities.

5. Conclusion

In short, flipped classroom has important application value in college soft baseball and softball teaching. Through flipped classroom, students can improve their autonomous learning ability, enhance classroom interaction, and realize personalized teaching, thus improving the teaching effect. In the process of implementing flipped classroom, teachers should pay attention to the quality of teaching resources, students' autonomous learning ability, the effectiveness of classroom interaction and the scientific nature of teaching evaluation to ensure the smooth implementation of flipped classroom.

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