

The Construction of Flipped Classroom Teaching Model Introduced into College Basketball Teaching

Shengdong Dai, Yang Gao

Harbin Far East Institute of Technology, Heilongjiang Harbin 150025

Abstract: With the in-depth promotion of the new curriculum reform, the state attaches more and more importance to the quality of higher education, emphasizing the need to promote the overall growth of students and make every effort to improve their comprehensive quality. In this context, as an important platform for cultivating students' physical and mental health and all-around skills, college basketball public physical education course urgently needs to improve the quality of the course through reforming teaching concepts and methods, especially in the context of the new era, the introduction of the flipped classroom model not only refreshes the traditional teaching methods, but also effectively breaks the inherent limitations of the teaching mode. The purpose of this paper is to discuss the application effect and practice of flipped classroom in college basketball public physical education courses, in order to provide theoretical basis and practical guidance for improving the teaching effect of basketball.

Keywords: flipped classroom, colleges and universities, basketball teaching

Introduction

In the current educational environment, although many colleges and universities have made progress in physical education teaching, there are still some schools that follow the traditional teaching mode and fail to fully adapt to the new educational needs. Flipped classroom, as an innovative teaching mode, is centered on the introduction of knowledge through video courseware before class, so that students can learn theoretical knowledge and basic movements independently before the formal class, which is significantly different from the traditional mode of on-site movement training and theory teaching. The implementation of flipped classroom not only reduces the teacher's knowledge explanation time in class, but also enables students to flexibly arrange their study time and increase the opportunities for practical training, which in turn significantly improves the teaching effect and efficiency of basketball class.

1. The importance and implementation possibility of flipped classroom in college basketball education

Teaching must rely on scientific methods. In college basketball teaching, teachers need to follow effective teaching strategies to ensure the efficient promotion of the course and maximize the active learning spirit of students, thus enhancing the teaching results. Through the fieldwork and research on basketball courses in many colleges and universities in China, the author found that most schools still use the traditional teaching method of demonstration, which is difficult to arouse students' interest and initiative, resulting in poor basketball classroom results, and sometimes even reduced to the students' free time, which seriously affects the quality of teaching and learning, so it is urgent to innovate the traditional basketball teaching mode. The introduction of the flipped classroom teaching mode to the college basketball course allows

Copyright © 2024 by author(s) and Frontier Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>

students to pre-study relevant knowledge and skills through the online platform before class, and teachers can make targeted adjustments and optimization in the classroom according to the students' pre-study, which can effectively improve the efficiency and quality of teaching. The flipped classroom model provides students with a wide range of self-learning space, allowing them to watch teaching videos according to their individual learning pace and ability, and can independently search for basketball-related knowledge for learning, which not only enhances students' learning initiative, but also expands their field of exploration, in addition, students can also form a basketball learning group to deepen the learning experience through teamwork. This multifaceted and interactive learning method can change the traditional one-way teaching between teachers and students into two-way or even multi-way interaction between teachers and students, which significantly improves students' self-management ability and interpersonal cooperation skills, and further promotes the establishment of good interpersonal relationships.

2. Practical application of the flipped classroom model in a college basketball public physical education course

2.1 Pre-course study

Under the teaching mode of flipped classroom, students in colleges and universities can not only receive professional guidance from physical education teachers and utilize the school's sports facilities and equipments in their physical education courses, but also obtain basketball-related knowledge and materials through various channels on the Internet such as Baidu and Wanfang, etc. This mode can stimulate students' interest in informatization and multi-media teaching more than the traditional teaching methods^[1]. Teachers can collect and screen suitable teaching videos on the Internet according to students' learning needs and teaching objectives, including NBA, CBA, CUBL and other exciting game clips, as well as dribbling, passing, shooting, and other technical action teaching videos, which help students intuitively understand the basketball skills, such as basic dribbling, passing and receiving, shooting, rebound scrambling, and defensive skills, so as to form a complete picture of the technical action and action in the students' minds. These videos help students to understand each basketball skill such as basic dribbling, passing, shooting, rebounding and defense skills intuitively, so that they can form a complete picture of the technical movement and concept of the movement in their minds, and establish a correct model of technical power. The teacher's questioning and guidance after the video not only promotes students' in-depth thinking, but also greatly enhances students' active learning ability and effectively improves students' mastery of basketball technical movements.

2.2 The practical operation of flipped classroom teaching mode in basketball classroom

In the flipped classroom, students actively record the questions they encounter through independent study and watching related videos, and pay special attention to those difficult questions so that they can discuss and understand them in depth with their classmates in class. This teaching mode especially emphasizes students' active learning and cooperative inquiry, through which students can not only enhance their problem finding and solving ability, but also deepen their understanding and application of knowledge in practice. The students can not only enhance their problem finding and solving ability, but also deepen their understanding and application of knowledge in practice. Specifically to the practice of basketball class, teachers not only continue to play the role of knowledge transfer, but also need to guide and correct the students when they practice independently, teachers can use their experience to help students deepen their understanding by asking questions and organizing discussions after watching the video, and guide the students to correctly implement technical movements in practice, in addition, teachers should encourage students to discuss and practice the technology in small groups and review and correct the technical movements through the video replay, so as to deepen the understanding and application of knowledge. In addition, teachers should encourage students to discuss and practice the techniques in small groups, and review and correct the technical movements through video playback, so as to strengthen students' technical mastery and application. During this process, the teacher continuously evaluates the students' performance, aiming to improve the quality of teaching and the students' skill level through this interactive and feedback mechanism.

2.3 Consolidation and summary

The post-lesson stage is a key moment to consolidate and deepen the learning outcomes in the classroom, which not only helps the technical movements to be rooted in the students' mind, but also is an important part to test the effectiveness

of the teacher's teaching. In this stage, students give feedback on their learning achievements through post-class reflection and self-assessment, while teachers interact with students through the online teaching platform to further understand students' mastery of knowledge. In addition, students can ask teachers post-class questions, and teachers answer them in detail, thus promoting two-way and healthy interaction between teachers and students, enhancing teacher-student relationship, realizing the teaching activities' balance and effectively improve the overall quality of physical education teaching. At the same time, teachers need to assess the effectiveness of this teaching based on students' post-class feedback, observe its effectiveness, and analyze in depth the deficiencies in their own teaching, such as the comprehensiveness of the teaching content, whether there are omissions, the appropriateness of the pace of instruction, and the students' comprehension and absorption of the situation, etc. This process not only helps teachers to identify and improve their teaching methods, but also provides a specific guide to the future improvement of the teaching and ensures that every student improves to varying degrees, thus optimizing teaching and learning.

2.4 Flipped classroom teaching model of setting tasks

Flipped classroom teaching mode is not only a fixed classroom form, but also emphasizes the adjustment and implementation according to the specific needs of teaching tasks^[2]. Take basketball teaching as an example, teachers can integrate the two skill modules of shooting and dribbling and set specific learning objectives, under this setting, for example, teachers can require each student to shoot at least two balls when practicing shooting, and the specific practice methods are not restricted, allowing students to motivate each other or independently review the key teaching content of the class, and also allowing them to develop their own suitable technical methods according to their usual training. This approach not only prevents students from spending too much time on the same skill, but also allows them to gradually learn new basketball skills through the completion of these specific tasks. Such a teaching strategy allows teachers to identify and respond to individual differences in the learning process more effectively, ensuring that each student is able to make steady progress on his or her own learning path.

2.5 Building a basketball teaching network platform

Basketball integrates skills and theories into one, with theories guiding practice and practice verifying the correctness of theories. The integration of skills and theories should be emphasized when constructing the basketball teaching network platform, for example, the basic theory of basketball can be shown on the platform through documents or PPT and other forms, while the skills teaching is presented through animation and other visually rich ways to ensure that the theory and practice complement each other, in addition, the teacher should focus on the content of the teaching materials to focus on the refinement and highlighting of the key points, especially in the demonstration of basketball skills and tactics. In addition, teachers should select teaching materials with a focus on concise and focused content, especially in the presentation of basketball skills and tactics videos and animations to ensure that students can understand the key skills. In order to make the use of network platform more effective, teachers need to closely integrate network teaching resources with classroom teaching, students can independently select learning materials by watching the teacher's prerecorded video lessons, recommended popular science videos and audio books, etc., which not only builds a relaxing and efficient learning environment, but also reduces the excessive demands on students^[3]. In this way, not only can the teaching task be simplified, but also can effectively enhance the students' interest in basketball learning, so as to stimulate the students' learning motivation through the innovation of teaching mode.

3. Conclusion

This study shows that the flipped classroom enhances students' independent learning ability and interest through pre-course video learning, strengthens students' mastery of technical movements and problem solving ability through teacher-guided cooperative inquiry in the classroom, and further consolidates students' learning achievements through feedback and assessment after the class, which significantly improves the teaching efficiency and quality, breaks the limitations of traditional teaching and promotes teacher-student interactions and students' comprehensive development. The model significantly improves teaching efficiency and quality, breaks the limitations of traditional teaching, and promotes teacher-student interaction and students' comprehensive development. Although the flipped classroom has achieved

positive results, it still needs to be promoted and optimized on a wider scale to meet the needs of different students, and future research should combine modern technology to further innovate the teaching methods, inject new vitality into the physical education teaching in colleges and universities, and cultivate comprehensive talents with innovative spirit and practical ability.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

- [1] Cheng Xiang. Research on Cooperative Competition + Flipped Classroom Teaching Mode in Public Basketball Courses in Colleges and Universities[J]. Sports-Leisure (Popular Sports). 2023; (7): 0139-0141.
- [2] Li Ye, Xu Xinxia, Yuan Lei. Construction of Flipped Classroom Teaching Mode Introduced into College Basketball Teaching[J]. Education Teaching Forum. 2023; (16): 142-145.
- [3] Lu Guibing. Construction and experimental research of SPOC flipped classroom teaching mode--Taking college basketball professional class as an example[J]. Journal of Lanzhou College of Arts and Sciences (Natural Science Edition). 2018; 32(3): 122-128.