Research on the Practice of Flipping Classroom Teaching in Universities under the Background of "Internet +"

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Abstract: With the rapid development of China's Internet technology, the concept of Internet + education has also been put forward, and has been widely concerned and applied, which has also greatly promoted the application of the flipped classroom teaching model. This article mainly analyzes the practice of college flipping classroom teaching under the background of Internet +, emphasizes the importance of the application of flipping classroom teaching mode, discusses the problems in the process of college flipping classroom teaching, and proposes the specific application of college flipping classroom teaching mode The countermeasures hope to play a reference role for relevant educators.

1. Introduction

After the concept of Internet + was put forward, it has also been widely used in various fields. In the process of the development of knowledge information, Internet + Education has also become a very important content in the field of education. Teaching reform has played a good role in promoting. The ultimate goal of Internet + education is not to realize the digital and information development of education, but to use Internet thinking to inspire teaching thinking, so that education can better meet the development requirements of the times and adapt to today's Internet environment. Under this background, some new teaching models are constantly emerging in the field of education, such as Mu class, micro class, cloud class teaching, etc. The application of Internet technology can not only effectively share educational resources, but also effectively improve the quality of education.

2. The Importance and Main Features of the Flipped Classroom Teaching Model in Colleges and Universities under the Background of Internet +

2.1 The Importance of Flipping the Classroom Teaching Model

The flipped classroom is different from the traditional classroom teaching. In the traditional teaching mode, the teacher mainly serves as the lecturer to explain the knowledge content in the textbook to the students, and the students often only passively accept the knowledge and act as the passive receiver. But flipping the classroom teaching model breaks this constraint. It emphasizes that students should learn before class, master related knowledge theories by watching related online videos or learning materials, and in the classroom teaching process, they mainly communicate with other students and teachers, and further improve learning through discussion and research Effect [1]. The flipped classroom teaching model has initially made some research progress abroad, so it is relatively mature in application, and after years of research, a set of fixed models has gradually been formed. In China, the research and application of flipped classrooms are relatively late, so there are still some problems in the specific application, which is still in the preliminary stage. However, the advantages and benefits brought by flipping the classroom teaching mode are very obvious. Under this teaching mode, students can better exert their own subjective initiative and improve autonomous learning ability [2].

2.2 The Main Features of the Flipped Classroom Teaching Model

In the context of the Internet +, we found that the flipped classroom teaching model has the following characteristics. First, the flipped classroom pays more attention to the individual needs of students, respects the individual differences of students, and can be better by formulating diverse teaching programs. The students play the main role of students, students can carry out learning activities in their own suitable learning methods. Secondly, the application of the flipped classroom teaching model has raised higher demands from many teachers. In this model, teachers are no longer the only channel for students to acquire knowledge, but they can conduct independent learning through online channels. Passive state is more active in learning in order to take the initiative. Therefore, teachers need to be able to change their teaching concepts in time, better adapt to the development trend of the times, keep pace with the times, and comprehensively improve their teaching level.

3. The Common Problems of College Flipping Classroom Teaching

3.1 Teachers Did Not Change Teaching Concepts

College teachers are influenced by traditional teaching concepts, which leads some colleges to continue to use teachers as the leading form when carrying out teaching work. This has also had a serious impact on the application of the flipped classroom teaching model. Teachers explain relevant knowledge to students in classroom teaching, and students often only rely on their own short-term memories to master knowledge points, and they often lack autonomy when consolidating knowledge after class, so they cannot effectively improve the teaching effect. The application of the flipped classroom teaching model requires teachers to actively change their teaching concepts, have advanced scientific concepts, innovate teaching methods, and combine different teaching content to produce micro video resources that can adapt to students, so as to better carry out flipping Classroom, improve teaching efficiency [3].

3.2 Students Lack the Ability to Learn Independently

In the traditional teaching mode of colleges and universities, teachers often pay attention to teaching within the effective time, but do not pay enough attention to the students' knowledge mastery and daily learning life. This will cause teachers to lack feedback information and testing standards when conducting teaching activities, and most students often rely on the teacher's knowledge explanation and ignore their own autonomous learning process, so they cannot fully and profoundly understand the content of knowledge. And guiding students to carry out effective classroom previews is an important basis for flipping classroom teaching. In this regard, colleges and universities should improve from the following two aspects. First of all, colleges and universities should ensure that students and students have the corresponding network hardware equipment so that they can receive relevant learning resources online. Secondly, colleges and universities should use the network platform to effectively supervise the students 'learning process and detect the students' autonomous learning [4].

4. Under the "Internet +" Background, the Specific Countermeasures of Applying College Flipping Classroom Teaching Mode

4.1 Preview before Class

Under the background of the Internet +, colleges and universities should carry out a flipped classroom teaching model based on a thorough analysis of the domestic and foreign research status and characteristics of the times to form a localized flipped classroom teaching model. Generally speaking, the main lecturer is mainly responsible for arranging learning tasks, guiding students to collect materials, and observing the video, and doing pre-class preview activities, in this way to help students master related knowledge content. Teachers can combine specific teaching content before the class to arrange related assignments for students, students can use this to formulate their own

learning goals, and continue to master new knowledge by watching micro-videos and searching for materials

In the pre-class preview, teachers should use experiments, games and other methods to enable students to have a correct understanding of the importance of knowledge, and to mobilize students' enthusiasm for learning. Specifically, teachers can start from the following two aspects. First, teachers should reasonably guide students to observe micro-videos, which can be produced by themselves or use good online education resources. In the specific teaching process, teachers should not only be able to fully consider the actual situation of students, but also take targeted measures to take targeted guidance by integrating the differences in knowledge levels among students in different classes. Secondly, teachers should guide students to earnestly practice and record. When students observe the micro video, teachers should guide students to self-summarize and record doubts and problems arising from learning [5].

4.2 In-Class Activities

Through a large number of teaching practices, it has been shown that students have a very strong learning interest in the development of flipped classrooms, and this teaching model can effectively mobilize students' enthusiasm for learning, and can fully enhance the interaction between teachers and students to improve the quality of teaching. In the classroom teaching process, teachers should guide students to raise their own doubts, and discuss and communicate the knowledge points in the process of student previews to answer questions for students. And this process is actually an important link for students to consolidate knowledge. When students have a detailed understanding of the content of key and difficult points, they can better build their own knowledge system and improve learning efficiency.

Teachers can take the form of training questions to consolidate the knowledge content of their own learning for students, and can also organize students to display their own learning results, and help students better achieve their knowledge learning goals through group cooperative learning. Answer training can not only help students consolidate the knowledge they have learned, but also test the students 'preview results, make it easier for teachers to understand the students' learning situation, better design teaching plans, and improve the teaching process.

Teachers should also be able to help students master the correct learning methods, so that students can find problems in a timely manner. In the process of students' pre-class preparation, teachers should guide students to discover the content of the key and difficult knowledge, and sum up the questions in classroom teaching. Teachers can provide some answers and guidance for students, so that students can better solve the problems encountered in learning.

At the same time, students should be able to think independently and cooperatively. In the classroom teaching process, teachers can prompt students to make independent thinking and inquiry, or they can organize students to work in small groups, through specific communication and exchange, to effectively help students solve related problems [6].

4.3 Evaluation Feedback Results

Teachers should be able to construct an evaluation system scientifically and reasonably so as to evaluate students' learning achievements correctly. Under normal circumstances, teachers can use students to practice or test to understand the students' knowledge. At the same time, teachers can also take the form of student self-assessment, group evaluation, etc. to carry out diverse evaluations, so as to effectively feedback students' learning results, help students further consolidate their knowledge content, and enable them to better build their own knowledge system Expand the knowledge of students.

In the pre-lesson preview, students should watch micro-videos according to the learning tasks arranged by the teacher, improve their self-creating ability, and design the works according to the theme proposed by the teacher. Teachers should build a good sharing platform for students in this process, rather than encourage students to show themselves and publish their creations to the platform. Teachers and students can evaluate the works, and some students can conduct self-evaluation, or they can organize other students to grade, and select excellent works to share with

students. Teachers should commend those students who have performed well, and encourage these students to participate in some related skill competitions, so as to better test the classroom teaching effect [7].

By effectively summarizing and analyzing their own learning process, students can further develop their self-reflection ability and enable students to develop good self-directed learning habits. Teachers can further upgrade the teaching plan through teaching reflection, develop courses more in-depth, accumulate their own teaching experience, and improve the teaching level. For students, they can summarize according to the knowledge content they have learned, and share their learning experience with classmates, so as to jointly improve the learning effect.

5. Conclusion

In summary, under the background of Internet +, colleges and universities should actively develop the flipped classroom teaching model and fully apply it to the specific teaching process. With the continuous development of the times and the continuous updating of technology, the education industry should also carry out reforms and innovations in keeping with the times, so as to further improve the quality of teaching.

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