Research on the Reform and Research of Inverted Classroom Teaching in College Ideological and Political Education Based on New Media Technology

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Abstract: The campus flip classroom teaching with the network and mobile phone information platform as the main body has an increasingly deep impact on college students. How to continue to effectively use traditional classroom time and meet the individual needs of students in the information age has become an urgent problem to be solved. This research aimed at the challenges faced by colleges and universities in the new media era, and explored the ways in which new media technologies can be used to reform classroom education in ideological and political education, in order to innovate the teaching methods of ideological and political education in the new media environment. At the same time, it drawed on the experience of various ideological and political education work, and considered the innovative path of ideological and political education work for college students in the new media era.

1. Introduction

With the wide application of new media technology, colleges and universities should take advantage of new media education in the process of promoting vocational skills teaching and professional quality improvement. Colleges and universities should integrate the socialist core values into the daily learning and life of college students, and adopt a variety of ways of educating people. At the same time, combined with micro-blog, WeChat, network and other media platforms, strengthen the correct guidance of college students' thoughts, values and ideas.

In recent years, relying on the rapid development of new media technologies, flipping classrooms, MOOCs, and micro-courses have developed rapidly. We can learn from others about what we want to learn through the Internet. Under the "Flip Classroom Teaching Model", students can complete knowledge learning at home, and the classroom becomes a place for interaction between teachers and students and between students and students. Students can use high-quality educational resources through the Internet [1]. They no longer rely solely on the instructors to teach knowledge. Teachers are more responsible for answering students' questions and guiding students to use knowledge. Therefore, the traditional way of acquiring knowledge has gradually been replaced by mobile learning and fragmented learning, and the traditional classroom teaching model is also facing severe challenges. How to continue to effectively use traditional classroom time and meet the individual needs of students in the information age has become an urgent problem to be solved. The flipping classroom, which originated in the United States, provides a new way of thinking about solving this problem [2]. Once the flip-up classroom teaching model is launched, it is widely concerned and respected by educators in all fields and at all levels. But as a new thing, the flipping classroom model is not perfect, and there are still many limitations. But this innovative teaching model allows educators to see a possible way to cope with the surging challenges of the mobile new media era. In order to make good use of this model, more educators and researchers are needed to do more research and practical work to better serve education and teaching in all fields and at all levels.

The rapid development of new media has brought challenges to college ideological and political education, but also brought opportunities. Therefore, this study aimed at the challenges faced by the inverted classroom teaching process of ideological and political education in colleges and universities in the new media era, and explored the ways of new media technology in the reform of

ideological and political education in the classroom teaching, in the hope of innovating the ideological and political education under the new media environment. At the same time, this study also drew on the experience of various ideological and political education work, and considered the innovative path of college students' ideological and political education work in the new media era.

2. Overviews of Related Research

2.1 The unique advantages of new media technology in cultivating college students' ideological and political education

As a part of the current study and life of college students, the new media has its unique advantages of integration with ideological and political education. The new media platform has broadened the space and channels for ideological and political education. The campus network environment of colleges and universities is becoming more and more mature, and the wireless access with mobile phones as the terminal is more popular. It provides convenience for the students to quickly understand and acquire current affairs politics and dynamic information by using mobile terminals such as mobile phones, and also opens up education for the development of ideological and political education. With the help of Weibo, WeChat, QQ group and other information platforms to create a platform for ideological and political education, upload ideological and political education resources [3]. This not only closes the distance between college students and ideological and political education knowledge in a variety of forms, but also enables students to obtain teaching information quickly, comprehensively, timely and accurately, and improve the effectiveness of ideological and political education. In short, the use of new media can effectively solve the problem of traditional classroom teaching with books and newspapers as the main body, the teaching content is obviously lagging, the ideological and political education is unattractive, and the educational method is single.

The new media platform has achieved multi-directional communication and interaction in ideological and political education. Ideological and political educators from all departments can directly communicate with students through microblogs, WeChat, blogs, QQ and other media to keep abreast of the students' dynamics and update or change the education methods in a timely manner; At the same time, each department can also carry out the practice of ideological and political education in colleges and universities through class QQ group, collectively discuss political information or related hot issues in the group, and guide students to correctly analyze problems and make up for the shortcomings of traditional classroom teaching [4].

The new media platform helps college students to scientifically distinguish multiculturalism. At present, Weibo, WeChat and other self-media platforms have become an important way for college students to obtain information, aggregate and share information. Through the WeChat public account, the university builds a self-media education platform, which can present students with rich core values and education content, effectively connect the "classroom teaching" and "online education" channels, so that they can have the ability to distinguish multiculturalism and establish a correct world view.

2.2 Challenges and opportunities for college students' ideological and political education in the new media era

Compared with traditional media, new media is deeply loved by college students. Therefore, new media is widely used in college students. This has become an important way for college students to obtain information and communicate, and has a tendency to invade college students [5]. The rapid development of new media has brought opportunities and ideological and political education to colleges and universities, but also brought challenges, as shown in Figure 1.
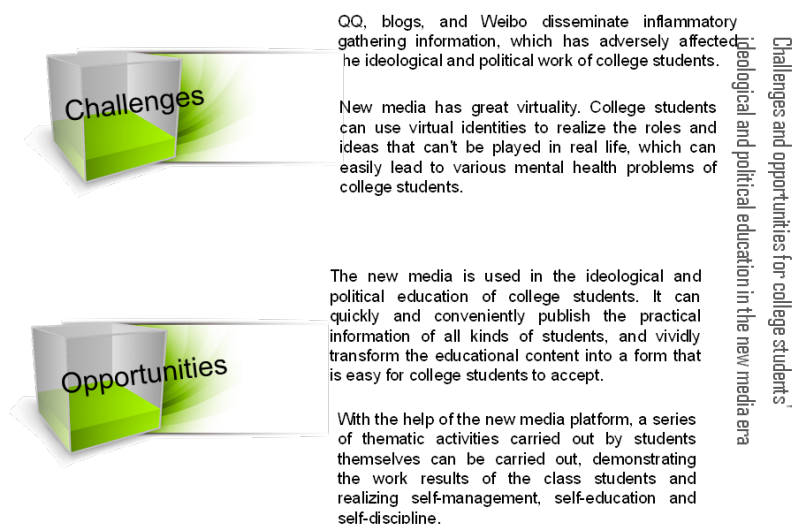
QQ, blogs, and Weibo disseminate inflammatory gathering information, which has adversely affected the ideological and political work of college students.

New media has great virtuality. College students can use virtual identities to realize the roles and ideas that can't be played in real life, which can easily lead to various mental health problems of college students.

The new media is used in the ideological and political education of college students. It can quickly and conveniently publish the practical information of all kinds of students, and vividly transform the educational content into a form that is easy for college students to accept.

With the help of the new media platform, a series of thematic activities carried out by students themselves can be carried out, demonstrating the work results of the class students and realizing self-management, self-education and self-discipline.

Fig. 1. Challenges and opportunities for college students' ideological and political education in the new media era

2.3 The current situation of flipping classroom teaching in ideological and political education in colleges and universities

"Flip the classroom" is also called "reversing the classroom" and "reversing the classroom". The reason why flip learning is popular in the American education sector is that this model makes substantial changes to the teacher role and student role, and ensures deep interaction between teachers and students in a real classroom environment. This can stimulate students' sense of self-consciousness and responsibility, and help to achieve a virtuous circle of teaching and learning.

The institutions involved in the "flip classroom" in China mainly include Chinese university MOOC, boutique resource sharing class, boutique video open class, Tsinghua University school online, and Shanghai Jiaotong University's good university online [6]. At the same time, the domestic Internet giants (BAT) Baidu, Ali, Tencent have built their own online education platforms and resources. It can be seen that a large number of digital teaching resources have been built. However, in view of the socialist Chinese characteristics of the ideological and political curriculum, only the love course online has a number of complete and open digital curriculum teaching resources.

Through the literature research, it is found that the flipping teaching from the perspective of teachers' teaching is characterized by short and precise teaching videos, clear and clear teaching information, re-construction of learning process, and quick and easy review. Participating in flipping classrooms from the perspective of learners, the support elements of flip learning are: flexible teaching environment, learning culture, carefully edited course content, and professional teachers.

3. Research on the Reform of the Reform of Classroom Teaching in College Ideological and Political Education Based on New Media

The ideological and political theory course is widely established in Chinese universities. It is determined by the nature of China's socialist system. The guiding ideology is to spread the implementation of the party's ruling philosophy in colleges and universities and cultivate students to establish a scientific world view. College ideological and political theory courses have enlightenment, knowledge transfer, belief establishment, and action guidance. The flipping classroom is a brand-new teaching mode. Its advanced educational concept and remarkable educational effect have extremely important reference and demonstration role for the ideological and political education and teaching in colleges and universities. Therefore, it is of great practical significance to deeply discuss the flipping classroom teaching mode, to implement the problems that should be paid attention to in the teaching of flipping classroom teaching and to construct the

teaching of flipping classroom teaching.

3.1 University education managers must master skills, raise awareness, change concepts

The main reason for the ideological and political education of college students is university teachers. Due to the difference in age, the channels of use of learning and living media by university teachers and college students are different. Many new media tools that must be used by students in the WeChat public account, Weibo, BBS forum, etc. are not common in some university teachers. The disconnection between the communication channels between educators and educates is a problem that must be addressed at present [7].

3.1.1 University ideological and political teachers should learn to be proficient in using new media tools.

The current use of new media by university ideological and political teachers has not met the requirements, and the number of teachers who can use new media normally is only 60.6% (as shown in Figure 2).
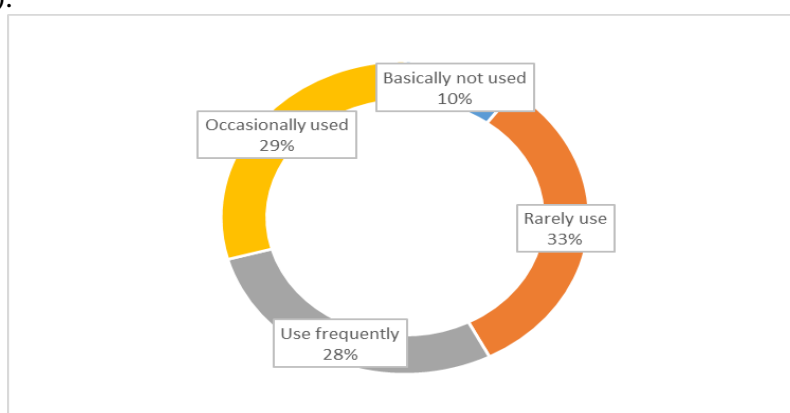

Fig. 2. The current use of new media by university ideological teachers

University ideological and political teachers should go deeper into the students to understand the students' media usage habits and channels and master them. Through netizens, bloggers, Q friends and other forms of equal communication and dialogue with students, and even take the initiative to become a master, bloggers and other means, and thus actively carry out positive guidance and comprehensive multi-angle communication with students.

3.1.2 College ideological and political teachers should be proficient in using network language and network thinking.

The widespread use of new media has produced many derivatives, such as Martian, sacred horses, and character expressions. This is an important form of communication of new media information. University ideological and political teachers should learn to use the language of the network to communicate and guide students in a virtual space, and to enrich their management methods, educational measures, and successful experiences accumulated in the virtual world in a student-friendly way. Affect college students.

3.2 Strengthen the guidance of students' use of new media

In view of the negative impact of the excessive use of new media on college students, colleges and universities must guide students to use new media, so as to minimize the negative impact of new media on students. Among them, specifically, we need to start from the following two aspects:

3.2.1 Guide students to correctly understand new media.

In ideological and political education, teachers need to guide students to understand the essence of new media. The development of information technology makes new media have greater advantages in information dissemination and is conducive to the improvement of learning efficiency. However, science and technology are a double-edged sword. While new media brings convenience

to the people, it will also have a certain negative impact on people's thoughts, psychology and behavior. Therefore, the use of new media must be controlled within a reasonable range, otherwise it will be counterproductive [8].

3.2.2 To strengthen the training of students' information identification skills.

Although most college students have grown up, the information disseminated in new media cannot be effectively identified due to the lack of necessary social experience. In the ideological and political education, colleges and universities must strengthen the training of students' information identification ability, so as to promote students to effectively identify the various information existing in the new media, and thus consciously avoid the interference of negative information.

3.3 Reform of the ways to realize the reversal of classroom teaching in ideological and political education work

The implementation of the flip-up classroom for the ideological and political education curriculum enables students to learn the course content through the online course platform before class, and to grasp the key points of the class. The ideological and political education in the professional courses of colleges and universities focuses on the leadership of students' values and improves their professionalism and moral sentiment. However, the study time in class is real-time and short-lived. If you introduce the actual case of the house damage or collapse due to unreasonable building or structural design in the online teaching platform for students to learn, you can make the students watch before and after class. This repetitive visual and intuitive experience can deepen students' understanding of the importance of construction quality in the construction industry. During the course, the teacher can listen to the feelings of the students before the video, and let the students put forward their own ideas and questions. The teachers will solve the students' questions and discuss and extend the questions. After class, students complete homework assignments in the online teaching platform, which can consolidate what they have learned in the classroom. At the same time, watching the course related videos again can deepen students' understanding of project quality and safety construction, and improve students' professional quality [9]. The specific implementation process of the course is shown in Figure 3.
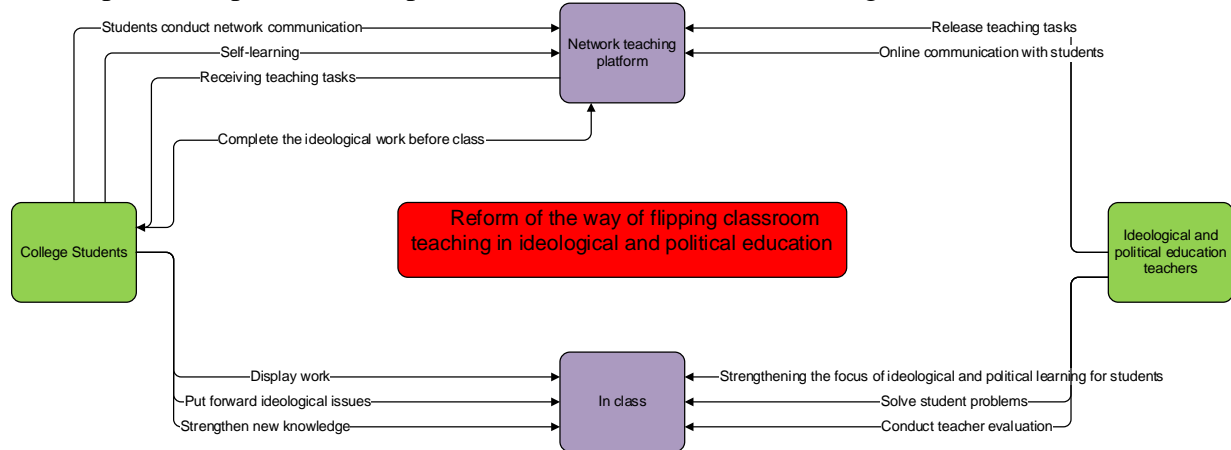

Fig. 3. Reform of the way of flipping classroom teaching in ideological and political education

3.4 Strengthening technical support and reducing class size is the construction of ideological and political education flipping class

First of all, to strengthen technical support, with the continuous development of modern technology, the Internet has been involved in all areas of production and life. In the implementation of the ideological and political education flip classroom teaching mode, the use of the Internet for teaching has become a basic condition. The efficiency of ideological and political education flipping classroom teaching is mainly affected by video quality. Whether it is the shooting or editing of micro video, it is inseparable from Internet technical support. Ideological and political education teachers must strive to master Internet technology and carefully produce videos. Second,

students' online learning requires computer and network support. Therefore, schools need to cooperate with high-performance servers to increase network speed and open computer rooms in their spare time to ensure that students' learning conditions are fully guaranteed. At present, ideological and political education in colleges and universities has become a compulsory course for college students. In order to ensure the efficiency of classroom teaching, it is necessary to change the original large class mode to a small class mode and reduce the classroom capacity to provide students with a comfortable learning space and truly realize teachers and students. Face to face communication.

4. Conclusion

On the one hand, the new media has brought a variety of social thoughts, which has brought negative impacts on the thinking of college students. On the other hand, it has broadened the channels for ideological and political education in higher vocational colleges. Therefore, college ideological and political education should actively use its communication advantages, making it a new carrier to promote core values. At the same time, the innovative ideological and political education model, the use of "Internet +" to infiltrate the ideological and political education of colleges and universities into the daily life and learning of students, in a diversified way to achieve the smooth and silent educational effect. This is a huge project with long-term and arduous nature. Not only do theoretical workers need to keep pace with the times, but also propose more innovative theoretical ideas and operational strategies. It is even more necessary for college ideological and political education workers to infiltrate the content of ideological and political education into the network life of college students in a timely manner. When we are lamented that the flipping classroom is different, we cannot ignore the problems that exist. The flipping classroom should be synergistically coupled with the traditional classroom, so that the "traditional teaching + flip classroom" model is more vital, and a new chapter in the practice of flipping classroom teaching in colleges and universities is opened.

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