

Study on the Teaching Mode of College Chinese Flipping Classroom Based on "Internet Plus"

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Abstract: The advent of the "Internet Plus" age not only changed people's life style, but also had a great impact on the education industry. The appearance of flipping classroom is the result of the development of network technology education, and it is a new educational teaching mode adapted to the development trend of current education reform. Based on the author's learning and practical experience, this paper first analyzed the current situation of college Chinese teaching, and then summarized the implementation process of college Chinese flipping classroom teaching. Finally, this paper put forward the implementation strategy of teaching mode of college Chinese flipping classroom based on the "Internet Plus".

1. Introduction

The popularization of the Internet and the application of computer technology in the field of education make the flipping classroom teaching mode feasible and realistic. Students can access high-quality educational resources through the Internet and no longer rely solely on the knowledge taught by their teachers. The flipping classroom is the embodiment of two aspects: the imparting of knowledge and the internalization of knowledge. The teaching of knowledge extends from the traditional offline classroom to the online, and no longer limits the teaching knowledge to the limited classroom time and concentrates on the teacher. To discuss with questions, or to answer by the teacher, is the way to internalize knowledge. The role of classroom and teacher has also changed[1]. Teachers have more responsibility to solve students' problems and guide students to use their knowledge. The subject of classroom teaching extends from the traditional thinking of "teacher-centered" and "student-centered", forming the relationship between teacher and student. Teachers and students form an equal communication relationship between teaching and learning. In classroom teaching, they are the subject and object of each other, which is the innovation and development of classroom teaching mode under the environment of "Internet Plus".

2. The Present Situation of College Chinese Teaching in Colleges and Universities

College Chinese is a humanistic education course for non-Chinese majors in colleges and universities. The basic purpose of this course is that: "give full play to the humanities and basic characteristics of the subject of Chinese, and adapt to the development trend of the increasingly intersecting and permeating of contemporary humanities and natural sciences. In addition, it will cultivate high-quality talents with all-round qualities for the socialist modernization construction of our country." There is no doubt that college Chinese curriculum plays an irreplaceable role in inheriting and carrying forward Chinese traditional culture, cultivating students' comprehensive humanistic literacy, enhancing national cohesion and identity. However, under the background of transformation and curriculum reform in many local colleges and universities, the present situation of college Chinese teaching is worrying. Setting up major in the direction of employment market has become an important content in the transformation reform of colleges and universities. The trend of utilitarian is becoming more and more obvious in the teaching of colleges and universities. Some of the majors and courses that are closely linked to the job market with highly operational and practical characters gain high reputation. However, college Chinese, which focuses on the cultivation of students' comprehensive humanistic literacy, is facing a huge crisis. College Chinese

teaching in many colleges and universities has gradually become an old and difficult course that teachers do not want to teach and students do not want to learn[2].

The reasons for the difficulties in the teaching of college Chinese course are as follows: as a common course of non-Chinese major, the traditional college Chinese course usually requires two or three large classes, so it is difficult to ensure the teaching effect by a large number of students; the students' Chinese level is not uniform, so the large class teaching is very difficult to meet the needs of the students at different levels, and the teachers are very difficult to carry on the teaching pertinently; various versions of textbooks are mixed, and the selection is too old-fashioned. Moreover, the teaching content is not attractive to the students, and is limited by class time. Thus, many of the content can not be excavated deeply, and the related knowledge link can not be carried out. In addition, the old teaching mode and the single teaching method are also one of the important reasons for the neglect of college Chinese teaching. With the rapid development of network information technology, how to effectively use advanced information technology and teaching means to improve the level of college Chinese teaching is an important issue for every college Chinese educator. Only by constantly renewing the teaching idea, actively adapting to the teaching demand, reforming and innovating the teaching mode and teaching method of the new information technology era, can we not be eliminated by this era.

3. The Implementation Process of Flipping Classroom Teaching of College Chinese

3.1 Online college Chinese flipping classroom teaching design

With the help of network assisted platform, teachers' teaching and students' learning are no longer confined to the offline classroom, but make full use of the students' fragmented time to carry out extensive learning. Through the network platform, uploading courseware, syllabus, related teaching micro-video, teachers let students overview of the content of the class in advance, and set up a learning section in the network assisted platform: discussion plate, answering plate, submitting plate, etc. By prolonging the time of classroom teaching and discussion, students can understand the content of class before class, which is a kind of teaching mode of pre-learning and problem-leading[3].

3.2 Offline college Chinese flipping classroom teaching implementation

College Chinese is a subject with strong theoretical nature. College students are not unfamiliar with the study of Chinese knowledge. However, because they are too familiar with the past teaching methods, it is easy to lead to weak interest and rigid learning style in college Chinese class. The combination of online and offline classroom teaching mode breaks the stereotype and gives students a fresh feeling in the way. The implementation of flipping classroom lies in two points: the first is classroom practice. According to the division of the dynasties, the teachers focus on the literature overview under different dynasties to improve the students' interest and efficiency. And the main teaching time should give to the students. For example, when explaining Laozi and Mencius, the students are given 15 minutes of microvideo to let them understand Laozi's life and observe his style of writing. After online study, the offline flipping class is held directly by the students. One side represents Laozi's point of view and the other side represents Mencius' point of view, which confronts the attitude and cognition of both sides towards benevolence, righteousness, propriety and wisdom. The teacher guides the classroom to let the students participate in the discussion in class, so as to unify the teaching and internalization of the contents of the class. The second is question answering link. One of the goals of flipping classroom is to realize the internalization of knowledge, that is, students need to digest the contents of class to a certain extent. This requires students to remove pre-class questions from the classroom, to be discussed by the class, or to be answered by the teacher. This link mainly concentrates on the teacher's answer to the student's question.

4. The Implementation Strategy of Teaching Mode of College Chinese Flipping Classroom Based on the "Internet Plus"

4.1 Improve teachers' literacy and enhance students' initiative in learning from the point of spreading subject and object interrelationship

The effect of teaching and learning is concentrated on the communicating subject and object. Although teachers and students are no longer solidified as the difference between subject and object, they are the product of the environment of "Internet Plus". However, the high demand for the two aspects is also the most important thing to improve the effect of flipping classroom teaching. College Chinese knowledge itself is extensive and profound, and students' ranges or types of questions are bound to be diverse[4]. Flipping classroom requires teachers to solve difficult questions during the offline classroom time. This will inevitably bring infinite new possibilities and challenges to the work of teachers. On the other hand, it also relies heavily on the students' learning initiative, so it is also a problem how to carry out the long discussion and answer links. Therefore, as the main body of learning, college students should take the initiative to absorb Chinese knowledge after class, enhance their own knowledge, and bring their own doubts into the flipping classroom. Finding problems, putting forward problems and solving problems, let the imparting and internalization of knowledge achieve the ultimate embodiment. Moreover, teaching each other in the college Chinese flipping classroom has been concentrated.

4.2 Do a good job of microvideo to improve the media quality of the flipping classroom from the media

Microvideo is the carrier of flipping classroom. Khan College, which was founded by Salman Khan, is a non-profit organization with good effect of flipping classroom teaching in the world. According to NetEase's research on the teaching video of Khan College, it is concluded that high quality microvideo covers the following characteristics: first, the length of video is not more than 14 minutes, but is generally in 10 minutes or even 3 minutes. Second, there is no image of a teacher in the video. Only sound, or the blackboard hand can be shown. Khan's explanation can lower the image of inequality between teachers and students, and further reflect the subject-object relationship between teachers and students. Third, the teacher in the video has medium speed with loud voice. Fourth, most of the content of the video is straight to the topic, and directly posed questions and answers without foreshadowing. At present, the college Chinese flipping classroom teaching video is mainly intercepts the network resources, and the time is also relatively long. Because of the centralized arrangement of class hours, the teacher can not record the video of each class by himself in the time arrangement, which to some extent will make the teaching intention of the teacher can not be accurately or characteristically spread. Therefore, in the course of teaching in the future, the key to attract students' attention and improve teaching quality is to make excellent microvideo and improve the quality of teaching media in flipping classroom.

4.3 Pay attention to the teaching evaluation system and improve the teaching effect online and offline from the point of view of communication effect

At present, the assessment of college Chinese is mainly focused on the final evaluation, which is a long-term knowledge summation test[5]. In order to improve the learning effect of students, we need to strengthen the usual assessment mechanism. An effective way to improve the quality of online and offline teaching is to quantify the assessment standard, which aims at the problem that the student effect is not obvious. We can make a scale assessed by teachers to make assessment on each student's performance in class, so as to enthusiasm and participation and to guarantee the quality of classroom teaching. On the other hand, it is also necessary to make a detailed evaluation of teachers' preparatory work to further improve the quality of teachers' lesson preparation, so as to improve the teaching effect of online and offline teaching in the flipping classroom of college Chinese.

5. Summary

Flipping classroom makes the course more lively and interesting, but there are some shortcomings. However, in the information age, the vivid video and picture materials are undoubtedly more attractive than the silent paper media. Many factors including post "2000" generation, who are full of personality and strong desire for self-expression, and the culture of cooperation and win-win times make joint efforts to urge the rapid development of the flipping classroom! With the strengthening of inter-school resource sharing, the continuous improvement of teachers' comprehensive accomplishment and the increasing cooperation of teachers' team, the above problems will be solved one by one. Flipping classroom will certainly build on their strengths and circumvent weaknesses in the near future, and will be more effective in serving more courses, including college Chinese. Flipping classroom is bound to shine brilliantly on the long journey of education.

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