

# The Application of Flipping Classroom Teaching Model in the Teaching of Western Economics

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**Abstract:** The development of information technology has provided advanced and abundant technical support for teaching in the field of education. In order to improve the quality of personnel training, the teaching reform in Colleges and universities should also conform to the development of the times and make use of information technology to reform teaching activities. Flipping classroom is based on information technology. Teachers provide students with learning resources such as teaching videos, so that students can use learning resources to learn before class. With questions to the classroom, teachers complete the problem-solving, the whole process of students and teachers closely interact, collaborative inquiry. In order to expand students' thinking, students are encouraged to develop self-learning habits and cultivate students' sense of innovation. The article mainly discusses the application of the flip classroom teaching mode in the teaching of Western economics, analyzes the connotation and application value of the flip classroom, and puts forward the specific implementation strategies and precautions of the flip classroom teaching mode.

## 1. The Connotation of Flipping Classroom

There are great differences between the flipped classroom and the traditional teaching mode of "teacher's speaking and student's listening". Under the reversed classroom teaching mode, teachers provide various forms of teaching resources to students before class. For example, teaching videos, courseware, textbooks, reference materials, etc. Students use these teaching resources for self-learning, and then bring questions to class to discuss with teachers and other students. Through classroom exercises, research and discussion, we can master knowledge and improve our ability. Western economics refers to the economics that have been applied to Western market economies, and it has the characteristics of a large theoretical system and theoretical abstraction. The use of flipping classroom teaching mode in Western economics courses can stimulate students' interest in learning and initiative, improve classroom teaching and improve teaching quality. Compared with the traditional teaching mode, the flipping classroom reflects the following characteristics:

First of all, the teacher and student roles are flipped. In the traditional teaching mode, the teacher plays the role of knowledge transferer and classroom manager. Students passively accept knowledge, which is contrary to the "subjective role of students" emphasized by the new curriculum reform. In the flipping classroom, teachers first provide relevant learning materials to students and guide students to actively explore. Students take questions with teachers and other students in the classroom. Throughout the process, the teacher plays the role of a leader, and the student is a true active researcher. The teacher and student roles are flipped, which greatly enhances the students' initiative in the learning process. Second, the teaching process is reversed. In traditional teaching, the main channel for students to acquire knowledge is the classroom. Teachers set up some exercises after class to consolidate knowledge points. The role of classroom teaching is to help students consolidate knowledge and expand knowledge. The reversal of teaching process promotes the efficiency of students' knowledge internalization, reduces students' learning pressure and improves teaching effect. Finally, diversified teaching methods. Traditional classroom teaching mainly focuses on classroom teaching. Students submit written assignments after class and conduct tests at the end of the term to evaluate students' learning effect. In the flipping classroom teaching mode, the teacher should use multimedia, network, communication tools, etc. to send learning

materials to the students. The students will feedback the learning situation to the teachers through e-book bags and communication tools. In the classroom teaching, the classroom teaching will be used. A variety of teaching methods such as group cooperation teaching method, problem teaching method, and task teaching method. Teaching evaluation is also more inclined to the student's learning process, focusing on formative evaluation. Rich teaching methods can not only stimulate students' interest in learning, but also enhance students' information literacy, thus improving the overall quality of students.

## **2. The Applied Value of Flipping Classroom**

Compared with the traditional classroom teaching mode, the application value of the flipped classroom mainly embodies in the following aspects:

First of all, it breaks the limitations of traditional teaching. Traditional teaching is limited by teaching time and place, and the use of information technology in flipped classroom breaks the limitations of time and space. Students can choose their own learning time according to their actual situation, and adjust their learning plans and methods according to their own needs. It can satisfy students' individualized learning needs to the greatest extent. Secondly, it fully reflects the main role of students in learning activities. The traditional teaching mode of teachers and students limits the development of students' thinking mode to a great extent, which is not conducive to the cultivation of their innovative thinking. In the flipping classroom teaching mode, the teacher has already provided relevant knowledge points to the students before the class. The students can reserve more interactive time for the classroom teaching in advance, and the students can raise the pertinence of the teacher's teaching by bringing the questions to the classroom. Finally, form a good classroom interaction atmosphere. During the process of flipping the classroom teaching, students will explore, collaborate and help each other under the guidance of the teacher. The teacher can timely understand the actual situation of the students and adjust the teaching plan in a targeted manner. The students can also find their weak links in time, improve the pertinence of learning, and form a good interaction between teachers and students, which can effectively improve the classroom teaching effect.

## **3. The Application of Reversal Classroom Teaching Model in Western Economics Course**

Chinese and Western economics is a very important course in economics and management specialty, and it is also a basic course. Improving the teaching effect of this course can lay a solid professional foundation for students. The application of the flipped classroom in the teaching of western economics can improve the teaching effect. In the actual teaching process, the specific application of the flipped classroom mainly includes the following links:

### **3.1 Pre-class activities**

Teachers should provide relevant curriculum resources to students before class. Teaching resources can be recorded by teachers themselves or downloaded on the Internet. If the use of network resources needs to be modified according to the teaching objectives in order to ensure that the teaching resources are consistent with the teaching objectives and teaching contents; curriculum resources can be set up according to the actual situation of students, and students can choose according to actual needs to carry out differentiated teaching. For example, in learning the relevant theory of maximizing the profit of the manufacturer, the teacher should conduct in-depth analysis on the teaching objectives, key points of the teaching content, difficulties, and teaching objects, and produce teaching PPT courseware, teaching videos and test questions. Students can first learn about the concepts of profit maximization, implementation conditions, mathematical proof, and graphic proof through video and courseware. For students with strong ability and good foundation, students can appropriately deepen the difficulty of knowledge and maintain students' interest in learning. For some students with poor foundation, they should guide them to control the progress of learning reasonably and avoid the influence of learning. For those who do not understand, you can guide

students to find information through the network, or communicate with other students and teachers to consolidate students' understanding of knowledge. After completing the study of pre-class curriculum resources, teachers should design pre-class synchronous self-test exercises for students to strengthen students' understanding of knowledge. Teachers can build QQ group, Wechat group, self-test platform and other channels to enable students to successfully complete the self-test, so that teachers can timely understand the students' learning situation.

### **3.2 Design of Classroom Activities**

The main purpose of classroom activities is to guide students to internalize the knowledge they have learned in class quickly, and to help students consolidate and expand their knowledge. In the actual classroom teaching process, teachers can stimulate students' interest in learning through situational teaching, group cooperation, communication and discussion, guide students to ask questions, analyze problems, and discuss solutions with students. Still taking the above profit maximization theory as an example, teachers can first set up teaching situations based on the actual economic behavior of a manufacturer, and lead to the question of "why does the manufacturer follow the principle of profit maximization but not necessarily be profitable". Because students have different theoretical foundations and different modes of thinking, different answers will be discussed. In response to this situation, the teacher can guide the students to use the profit calculation formula as the starting point for analysis: if the manufacturer obtains profit, the output should be set according to the profit calculation formula; even if the manufacturer has a loss, if the output is set according to the profit calculation formula, the loss will be reduced. Students will actively think, debate, and answer during the learning process, and will further construct theoretical knowledge systematically. The role of the teacher as a guide can help students find problems in learning and further consolidate theoretical knowledge.

### **3.3 After-school summary and feedback**

In the flipping classroom teaching mode, after-school summarization and feedback is an important part of its teaching process. Teachers should improve the scientific and fairness of teaching evaluation through progressive evaluation methods. It can not only reflect the students' individual learning situation, but also reflect the learning effect of each learning group. After-class summary and feedback should be able to give full play to the incentive role of teaching evaluation results, so as to provide motivation and direction for students' follow-up learning. In addition, teachers should guide students to explore and communicate according to the evaluation results, further improve students' learning ability, so as to enhance their ability to solve problems.

## **4. The Notices of Reversing Classroom Teaching Model**

Although the advantages of flipping classroom teaching mode are very prominent in the course of Western economics, we should pay attention to the following problems in the concrete implementation process: first, the content of teaching resources should not be too much, and the teaching video should not be too long. Although college students are adults, their ability to concentrate is much higher than that in junior and senior high schools, but even so, the students' concentration should not exceed 30 minutes. This is the case. In the traditional classroom, a 45-minute class hour, teachers use a single classroom teaching method will make students feel tired and distracted, but a long time will reduce the efficiency of learning. In order to solve this problem, teachers should pay attention to reducing the content of curriculum resources, shortening the length of video and avoiding the phenomenon of learning fatigue. The western economics curriculum teaching resources should be controlled as much as possible for about 10 minutes per video time, so that students can watch them at any time through smart mobile terminals. Second, we must ensure the quality of courseware production. When making flipping classroom courseware, the teacher should try to ensure the clarity and simplicity of the multimedia courseware teaching content. Because the flipping classroom courseware is different from the multimedia courseware in the traditional teaching mode, students can only see the learning content by flipping the classroom

courseware. Therefore, the teacher should avoid the interference of too many other scenes in the video when making the courseware, so as not to distract the students. In particular, pay attention to details such as some windows, accessories on the teacher, chalk or other teaching aids. In addition, because the time and place for students to study independently are relatively free, the teacher can use PPT screen recording when recording courseware, so that students can Learn anytime, anywhere. Finally, we should reasonably choose the exercises to explain the time points and feedback the learning effects in a timely manner. When explaining exercises after classroom teaching, attention should be paid to staggering the playing time of teaching videos, and the difficulty of the test questions should be reasonably controlled, and the test scope should cover the knowledge focus and difficulty of classroom teaching.

In a word, the application of flip classroom teaching mode in the teaching of western economics can fully stimulate students' interest in learning, improve students' cognitive ability, promote students to better grasp knowledge content, and improve the efficiency of classroom teaching. Of course, in the actual implementation process, we should pay attention to the content of teaching resources should not be too much, teaching video should not be too long. We should ensure the quality of courseware production, improve the clarity and conciseness of courseware, and reasonably select the time point of problem explanation, and timely feedback the learning effect. In order to ensure the smooth implementation of the flip classroom teaching mode.

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