

The Application and Practice of Flipped Classroom in College Chinese Teaching

Shuhong Sun

Changchun Vocational Institute of Technology, Changchun, China

sunshuhongcc@126.com

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Abstract: College Chinese teaching aims at promoting college students' literary accomplishment and strengthening their ability to use native language, so as to lay a good foundation for the development of their thinking ability and their entry into society. The application of flipped classroom teaching model can effectively stimulate students' desire for knowledge and passion for inquiry. This paper, based on an analysis into the connotation and implementation significance of flipped classroom, probes into the application of flipped classroom in college Chinese teaching.

1. Introduction

As a humanities subject, college Chinese is a basic cultural course for all majors and plays an important role in cultivating college students' healthy aesthetics and improving their overall cultural quality. With the application of Internet in educational field, flipped classroom teaching model has become more and more practical and feasible and brought about a new development opportunity for college Chinese teaching reform. To extend students' humanistic knowledge vision, improve their aesthetic taste and aesthetic ability and make scientific and reasonable use of Internet technology, it has become a focus for a vast majority of Chinese teachers to design a college Chinese flipped classroom.

2. The Connotations of Flipped Classroom

In 2011, Salman Khan introduced "flipped classroom" as a new teaching method to the whole world at TED conference and aroused the attention of the vast majority of educators. At present, more and more colleges and universities have applied it to their teaching practice and achieved certain results. Flipped classroom is actually embodied in two aspects: the impartment of knowledge and internalization of knowledge. The impartment of knowledge is extended from traditional offline classroom to online. The impartment of knowledge is no longer confined to limited classroom time and focused on teachers. Bringing questions into the discussion or letting teachers answer them is a way for flipped classroom to internalize knowledge^[1].

3. The Significance of Flipped Classroom for College Chinese Teaching Reform

3.1 It is conducive to sharing high-quality college Chinese teaching resources

With the popularization and development of network information technology, we can obtain high-quality Chinese teaching resources from well-known colleges around China through the Internet. Teachers can not only search and integrate the most high-quality teaching resources around China, blend them into their curriculum design and make effective teaching videos, but also directly draw lessons from Chinese teaching videos and open class materials from many famous colleges. The college Chinese flipped classroom model integrates and optimizes the allocation of Chinese teaching resources and improves equality in teaching^[2].

3.2 It is conducive to cultivating students' autonomous learning ability

In college Chinese flipped classroom teaching, the whole learning process of students is flipped, either in time or space. The "impartment of knowledge" by teachers changes from during class to

before or after class. The “internalization of knowledge” by students changes from before or after class to during class, helps students realize individualized learning and cultivates their autonomous learning ability^[3]. In the process of discussion and communication between teachers and students, between students and students in class or after class, students would think about some problems seriously. They not only digest learning content amid communication, but also improve their critical thinking ability and get into the habit of autonomous learning.

3.3 It is conducive to improving students’ overall quality

Flipped classroom realizes a perfect fusion between humanity, instrumentality and fundamentality in college Chinese classes. Chinese flipped classroom truly demonstrates the dominant role of students. Each student has more opportunities for autonomous learning in classroom teaching. They get more intuitive humanistic aesthetic experience through objective and visual feelings and vivid voice in micro videos, as well as communication with their classmates in class.

4. Problems and Challenges Facing Flipped Classroom at the Current Stage

4.1 Poor quality of pre-class teaching resources

Teachers are not skilled in the application of modern information technology. The quality of short teaching videos is not good, or they still stay at PPT presentation. Although many excellent teaching resources are shared on the Internet, still more teaching videos need to be made according to the characteristics of different students and classes. Some teachers may be unsatisfactory in the production of high-quality teaching videos, while others have limited information literacy. For them, it is technically difficult to edit and produce audio and video files. So PPT presentation is still selected for pre-class teaching^[4].

4.2 Insufficient monitoring over teaching videos

In flipped classroom, knowledge is transmitted through teaching videos. But due to a lack of teachers’ monitoring over students’ pre-class learning, it is impossible to ensure that students watch videos before class, or that they reach a certain depth of understanding in pre-class video learning^[5]. This is very adverse to the proceeding of classroom teaching. When students watch teaching videos, in the absence of self-control ability and comprehension ability, there are often some disadvantageous factors. Students use computer, ipad, mobile phone or other media to learn pre-class videos. While watching teaching videos, some students with poor self-control ability may watch ball games, variety shows or TV series, etc.

4.3 Imperfect assessment mechanism

At the end of flipped classroom teaching, some colleges still examine students in terms of relevant concepts and theoretical principles. There is a lack of assessment on students’ autonomous learning, group collaborative learning, display of understanding and inspired cognition, etc. The assessment mechanism fails to cover the whole process of flipped classroom teaching model, that is, before, during and after class. There is a lack of online test, self-assessment and other assessment methods on students’ pre-class autonomous learning. Also assessment on students’ group collaborative learning ability and expression ability in the internalization stage of knowledge during class is absent. After class, no topics covering knowledge points and related to real life are left for homework. Meanwhile, there is no tracking or guidance on students’ homework.

4.4 Unsound network platform

At present, network platform in China is unsound and still in an imperfect stage. For example, some campus servers have limited capability. High-quality teaching resources cannot be shared effectively. Teaching videos cannot be played smoothly. Pre-class learning lacks online practice, learning progress tracking, self-assessment and other learning tools. Network interaction and communication software is helpful for the online communication between teachers and students and

between students, but there are some defects in learning functions.

5. Ways to Realize the Role of Flipped Classroom in College Chinese

5.1 To reposition the curriculum and attach importance to the construction of teaching resources

From the perspective of college Chinese teaching resources, college Chinese textbooks are the foundation of flipped classroom teaching. When carrying out flipped classroom teaching, teachers must clarify the teaching orientation and established teaching objective of each class and design the teaching form of flipped classroom, in combination with actual class type and text type. From the perspective of teaching form in classroom, pre-class review and topic training are very suitable for flipped classroom. From the perspective of text, poetry, exposition, argumentation, essay and other forms are suitable for the teaching form of flipped classroom. Whether in class type or text type, teachers should insist on orienting to students and centering on their needs when constructing resources.

5.2 To give all-around guidance on the curriculum

Teachers need to strengthen guidance on students' pre-class autonomous preview and let them achieve an effect of pre-class preview through pre-class learning, network assessment and problem solving. College Chinese teachers should attach importance to the learning method and learning goal to achieve, inspire students to think actively and spontaneously, broaden their thinking and let them learn to take the initiative to find and solve problems in learning. If students don't preview before class and are utterly ignorant of the teaching content, the classroom teaching efficiency will be very low. Students' learning effect will be poor, too. Flipped classroom will lose its original merits^[6].

5.3 To improve teachers' accomplishment and enhance students' learning initiative

Flipped classroom requires teachers to disabuse students and answer difficult questions for them, which will inevitably bring unlimited new possibilities and challenges to teachers' work. On the other hand, it is highly reliant on students' learning initiative. So as a learning subject, college students should take the initiative to absorb Chinese knowledge after class, enhance their knowledge base, bring their doubts into the flipped classroom, find problems, raise problems and solve problems, so that the impartment and internalization of knowledge can be reflected incisively and the mutual benefits between teaching and learning can be manifested in a centralized way in college Chinese flipped classroom.

5.4 To lay emphasis on teaching assessment system and improve the effect of online and offline teaching

At present, the assessment of college Chinese is mainly focused on final assessment. To improve the learning effect of students, it is necessary to strengthen usual assessment. In view of the insignificant learning effect of students, an effective method to improve online and offline teaching quality would be to quantify the assessment standard. We can draw up a questionnaire for teachers to carry out classroom assessment, that is, to score each student according to his/her performance in each class, improve his/her enthusiasm and degree of involvement and ensure teaching quality in classroom. On the other hand, it is also necessary to evaluate teachers' preparatory work in detail and further improve their lesson preparation quality, thereby improving the online and offline teaching effect of college Chinese flipped classroom simultaneously.

6. Conclusion

Flipped classroom teaching model enables traditional classroom to be reconstructed and changes the process of traditional college Chinese curriculum to a certain extent. The application of such a teaching model and the content of college Chinese curriculum reform inject fresh blood into the

educational reform in China. Under such a circumstance, college Chinese teachers need to learn the content of new curriculum standards actively and reform the teaching concept in a timely manner, so as to improve the efficiency of college Chinese teaching.

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