

Application Research of Flipping Classroom Teaching Mode in Network Marketing Teaching

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Abstract. On the basis of summarizing the experience and research of flipping classroom teaching mode, combined with the actual situation of the colleges and universities, this paper reforms and practices the network marketing teaching activities from the perspective of flipping classroom teaching mode, and finds that there is still a vague teaching concept and teaching. The three aspects of practice formalization and narrow teaching content use logic reasoning, experience summarization, practice verification and other methods to analyze and improve the above three problems, and finally provide experiences and suggestions for improving the quality of network marketing teaching.

Introduction

The flipping classroom teaching model originated in the 1990s and gradually became popular around 2005. In the following ten years, many scholars and experts at home and abroad turned over the classroom teaching concept, model system construction, implementation conditions, practical experience, and excellent A lot of research has been done on the advantages and disadvantages, and rich results have been achieved. The emergence and development of the flipping classroom has a profound background. By using more substantial, flexible and efficient teaching tools to fully explore the learning potential of students after class, we can effectively improve the teaching quality of the school network marketing course, and the essence of this idea is the essence of flipping the classroom teaching mode. Therefore, flipping the classroom teaching mode has important significance and value for improving the teaching quality of the school network marketing course.

Problems

Unclear educational philosophy

At present, in the implementation of the flip classroom, although a new teaching model has been tried, it still does not abandon the traditional educational philosophy centered on teachers and imparts knowledge. Whether it is online video or offline discussion, the course is based on the teacher's introduction of knowledge and knowledge, and the knowledge is taught in an orderly manner according to the prescribed syllabus. In this class, the teacher video and the traditional class are basically consistent with the way the teacher explains the knowledge. The teacher did not completely implement the flip classroom teaching with the students as the mainstay. At the same time, the theory focuses on cultivating students' ability to criticize knowledge. In practice, it focuses on instilling knowledge and allowing students to admire knowledge and inherit knowledge. This kind of flipping classroom is still based on teachers and professors, not student-centered. It does not make people-oriented in the true sense. Instead, it suppresses the enthusiasm of students' learning, which leads to the greatly reduced effectiveness of flipping classroom implementation.

Formal flipping classroom practice

When teachers practice flipping classrooms, they only focus on testing exercises, allowing students to do a lot of questions instead of thinking.

When teachers make instructional videos and curriculum design, they are tied to the traditional syllabus, and the curriculum is quite satisfactory. Although the new flip classroom teaching mode

was adopted, only the traditional curriculum was moved to the Internet, and it was still mainly taught by teachers. At the same time, in the production of teaching videos and corresponding materials, teachers still do not have different levels of teaching materials based on the different learning abilities of students. In addition, teachers do not let students discover problems and solve problems on their own, but provide their own prepared questions to students, so that students can provide standardized answers and explain them in class. This way makes the flipping classroom too formal, and does not really flip the classroom.

Teaching resources with narrow content

In preparation for flipping the classroom, teaching resources are still limited to one or two areas.

First of all, the "Internet Marketing" course lacks multiple perspectives to develop curriculum teaching. Although the syllabus expands the reading knowledge of students, the field of must-read is limited. All the extended reading and teaching contents of teachers are concentrated in the field of network and marketing. This does not expand the thinking of students in a divergent manner. The students' thinking still revolves around the timeline of online marketing. Students only pay attention to professional development. This is only introduced from a single perspective. Students can't learn multidisciplinary knowledge from the curriculum, and they can't get the cross-infiltration of the disciplines mentioned in the general education, hinder the students' all-round development, and can't carry out personalized teaching according to the students' interest points.

Causes

Deep-rooted teacher-oriented and instilled educational thoughts

Influenced by the concept of teachers and students in traditional culture, education is still centered on teachers and based on knowledge transfer. Students can only passively accept knowledge, which leads to teachers still paying attention to students' basic knowledge. The degree of mastery only focuses on cultivating students' respect and acceptance of authority and mastery and inheritance of knowledge, ignoring the expansion of teachers' methods of student learning. Although flipping classrooms encourage students to change from passive learning to active learners, from inheriting knowledge to being brave in innovative knowledge, in fact, teachers have not realized the important changes in teaching reform in the information age, resulting in flipping classrooms only in form. Can not achieve the real purpose of reform.

Teachers who lack the ability to co-ordinate and curriculum design

The reason for the narrow content of flipping classroom teaching resources and the over-formalization of flipping classroom practice is that teachers lack sufficient energy, profound knowledge system, curriculum design and curriculum management ability.

Teachers must teach and conduct scientific research. Turning the classroom requires teachers to spend more time and energy than traditional teaching to make the course go smoothly. If teachers lack sufficient energy and co-ordination skills, they will not be able to guide students to complete their self-study before class. This is one of the reasons why teachers' lack of energy leads to over-formation and lack of resources.

Passive students accustomed to exam-oriented education

The flipping classroom is student-centered, and the flipping classroom pays more attention to the cultivation of students' self-exploration ability, innovation ability and knowledge application ability. In the flipping classroom teaching mode, whether it is extracurricular self-study or in-class deepening, it puts forward higher requirements for students' subjective initiative. Because students lack certain initiative and have been accustomed to traditional exam-oriented education, the practice of flipping classrooms is in the form and the teaching effect is not good.

Suggestions

Give play to the main role of teachers' "teaching"

To make the flipping class do a good job, a reasonable team of teachers plays a crucial role. In the flip classroom, teachers are required to have high-quality teachers with multi-disciplinary expertise

and strong curriculum organization skills and curriculum design skills. At the same time, there should be corresponding technical support personnel to continuously update the network resources with the course. Secondly, flipping the classroom requires teachers to have strong curriculum organization ability and curriculum design ability, because flipping the classroom requires timely feedback from the students, teachers need to organize and distribute in time, in order to organize the development of offline activities, and promote the active offline courses. degree. At the same time, teachers should give students enough time to study independently and highlight the importance of students' self-directed learning.

Play the main role of students' "learning"

The flipping classroom is centered on the students. The flipping classroom emphasizes the students' interest and ability, and carries out different personalized teaching through different points of interest of the students.

First of all, students should correct their own learning attitude and put high self-control on the curriculum. The purpose of student learning is to find problems and solve problems through interest learning, rather than just for good grades. Through the learning of their own points of interest, students can better study and explore their own courses. Only when students are willing to learn, can students explore the problem without any problems.

Second, high-level work highlights the high input of students. In the flipping classroom teaching mode, students' self-learning accounts for more than half of them. In order to complete high-quality homework, they must be highly invested in the course. Under the premise of reasonable curriculum planning, the large amount of work assigned by the teacher ensures that the students can fully participate in the course and learn more and more knowledge in the process of completing the homework.

Conclusion

The core of flipping the classroom is people-centered, in order to stimulate students' self-learning ability and intrinsic motivation to a greater extent, and to transform students from listeners to actively create knowledge. Teachers have also changed from the transfer of knowledge and the authority of the classroom to the leader and facilitator of student learning. Teachers and students should be re-examined to establish a concept of serving students, giving students a relaxed, free, democratic and equal learning environment, actively stimulating students' interest in independent learning, and providing one-on-one personalized guidance to help students develop collaboration. Ability, ability to express and innovation.

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