

A Practical Study of Flipping Classroom in English Teaching in Higher Vocational Colleges

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Abstract: Flipping classroom is a new educational technology. Its implementation has effectively promoted the improvement of classroom teaching efficiency, the realization of teaching objectives, the realization of students' personalized learning, and the improvement of students' communicative ability, cooperative learning ability and autonomous learning ability. In this context, the requirements of teaching reform are particularly prominent. With the continuous optimization of teaching concepts, the teaching mode of "flip classroom" has been widely recognized and applied in the field of world education. The paper first introduces the connotation of flipping classroom and the meaning of flipping classroom application. Secondly, it discusses the application of flip classroom mode in English teaching in vocational colleges. Finally, it puts forward the strategy of effectively using flipping classroom in English classroom of higher vocational colleges, giving play to subjective initiative and making the most of the Internet.

1. Introduction

With the rapid development of information technology, education informationization has become one of the mainstream trends of teaching. Under this background, new educational concepts and models have emerged, changing the way people learn and communicate, and providing new possibilities for education [1]. The flipped classroom in Higher Vocational Colleges refers to the relevant theoretical knowledge and basic practical operation of students' self-learning through teaching video before class, and then the absorption and internalization of knowledge through cooperative learning, practice and practice in class [2]. Flipping the classroom is a new form of classroom teaching. The essence of this multi-name teaching form is to subvert the teacher-student relationship in the traditional teaching form. Compared with the traditional teaching mode, flip the classroom to take students as the main body of classroom teaching. The teacher is in a dominant position [3]. In the process of continuous social development, vocational English teaching needs to constantly adjust teaching methods and teaching concepts according to social needs, so as to better reflect the professionalism of professional education [4]. Under the application of the flipping classroom mode, students can get more freedom of study, give full play to the subjective initiative of learning, focus on cultivating students' self-learning ability, exercise students' thinking ability, and let students learn to cooperate in the team.

2. The Connotation of Flipping Classroom and the Significance of Flipping Classroom Application

Flipping classroom is a new teaching method at present. In flipping classroom, teachers no longer become the main body of the classroom, but give students the initiative to learn, so that they can fully discuss in the classroom. Flipping classroom is an innovation of English teaching mode, which has great advantages. It can effectively combine the teaching contents both in and out of class, and master the corresponding knowledge through students' self-study [5]. In the traditional college English classroom teaching, the most limited place is that teachers' teaching and students' learning are completed at a specific time and place. In general, the time of a class in a university is 45 minutes, and the place of the class is in the teaching buildings of colleges and universities [6].

Therefore, compared with the previous teaching mode, the teacher can put the content that the students can understand on the book in the form of video on the Internet, and let the students learn on the Internet. Save time in teaching knowledge, and class time can be in the form of group discussions. The application of flipping the classroom enables students to have a more autonomous learning environment, without having to model the learning in the mode prescribed by the teacher, but to give full play to the subjective initiative, to find out the missing and make the learning more comprehensive [7]. Compared with other teaching modes, the purpose of flipping the classroom is to provide a platform for students and teachers to interact. This platform can be used to have more time for teachers and students in the classroom. Communication and discussion between students and students, and then spread thinking.

3. The Application of Flip Classroom in English Teaching in Higher Vocational Colleges

3.1. Student self-study

In this link, teachers should lead students to preview the knowledge they have learned, so that students can have a comprehensive understanding of the knowledge they are going to learn, and teachers should also summarize and analyze the corresponding teaching contents. The application of flipped classroom is based on students' self-study, so students should learn by themselves according to teachers' teaching tasks, so that they can communicate better in class. Pre-class students need to understand the content of the course, learning objectives, and on this basis, preview pertinently. By flipping the classroom and the teacher's classroom lectures, you can learn more about what you have learned. By flipping the classroom, you can make these busy students study in their spare time, anytime, anywhere, through computers, tablets, and even mobile phones. . For students, classroom communication is very important, and spoken English will inevitably be exercised in these exchanges [8]. This kind of teaching method can not only help teachers understand the students' learning situation, design more scientific teaching content, but also change the rigid and boring learning environment of the traditional classroom.

3.2. Students' classroom discussions and teachers' guidance

The most important thing in learning English is to memorize and practice more on the basis of understanding its culture. Therefore, in the classroom, students can spend half of their time around the text for pre-class activities. For example, take turns to give small lectures on College Culture in English. Teachers need to guide students, especially the omissions of students, so as to improve students' ability. Before the beginning of teaching work, teachers should urge students to preview the classroom teaching content, and design the teaching content according to English materials, which can be divided into three parts: vocabulary, listening and writing. This allows students to learn and question ahead of time with purpose and direction. In addition, in the classroom, the teacher also solves the questions according to the students' questions, and can teach the courses efficiently according to the process of teaching design. The student answers the question directly. The teacher makes a simple right or wrong judgment for the answer. Then the student listens to the recording and discusses it, telling the teacher why this is the answer. It is also possible to mobilize the enthusiasm of students and quickly focus their attention. During the game, you can understand which words are relatively weak in the course of self-study.

3.3. Students' after-class study and thinking

As a language, English learning can not only depend on the classroom, but also make use of time. Only in this way can we improve their spoken English, and actively "accumulate the knowledge", constantly repeat some commonly used words and sentences, deepen memory. Find some knowledge related to classroom teaching content on the internet, and combine it with the content of teaching materials, so as to arouse students' interest in learning. Under "Flip Classroom", the time after class is very important for students. Most of the students' learning is done after class, so we should guide the students. This requires students to fully understand the situation used in the

learning content to achieve targeted. Moreover, in this session, students not only exercised their oral ability to achieve the stated purpose but also trained their listening ability. Through the flipping, it promotes the improvement of students' cooperation ability and self-learning ability, and improves the learning effect and teaching effect of English. Therefore, the use of fast-tracking network resources for teaching can not only make the teaching content more flexible and scientific, but also stimulate students' interest in learning.

4. The Effective Use of Flipping Classroom Strategy in English Teaching in Higher Vocational Colleges

4.1. Give full play to subjective initiative

The application of flip-flop classroom can help students understand English knowledge more deeply, but it requires students to fully play their subjective initiative, do a variety of previews after class, and memorize the words and knowledge points in the textbooks. Words can be solved by using polysemy. In the course of preparing lessons, teachers can find some relevant contents, make them into courseware, make clear the teaching objectives, and sort out all the contents, so as to facilitate students' memory. There are incomparable advantages in the study of new knowledge and the consolidation of old knowledge. Higher vocational students can have a deeper understanding of their major by watching various video materials. In the flipping classroom, the teacher emphasizes the performance of the students in the learning process, and evaluates the learner's learning effect based on the learner's self-learning effect before class, the performance of the classroom, and the application of basic language skills. For the knowledge points that must be memorized, students are required to do "knowing that they still need to know why." Therefore, they should think deeply under the class, and ask the teachers in the classroom for the content that they do not understand. The role of the classroom. Students need to use multimedia technology to view or review learning materials. In the classroom, they will perform task decomposition and processing under the communication with the students and the guidance of the teachers. Through active thinking and participation in group activities, the level of mastery of knowledge will be improved.

4.2. Make full use of the internet

In the current rapid development of technology, the Internet has been widely used. The flipping classroom is actually built on the basis of the Internet. Therefore, in the study of English, the application of flipping classrooms must make full use of the Internet, so that students can be promoted. Improve students' English listening, speaking, reading and writing skills, use the words, phrases, and sentences that are learned before class, improve the comprehensive ability of using English through practical exercises, and improve students' language skills. Students are required to improve the practical application of language in their studies. This requires that classroom teaching must focus on cultivating students' sense of language, and video teaching can help teachers improve the classroom teaching environment. Good classroom introduction is conducive to students quickly recall the knowledge and difficulties of pre-class preparation and quickly enter the state, laying a good foundation for the next classroom activities. Today, with the rapid development of science and technology, it is undoubtedly beneficial to apply the flipped teaching model to English teaching in Higher Vocational colleges. Compared with the traditional teaching mode, the flipped classroom shows its unique advantages. Of course, nowadays "micro lessons" are very common. Students can search for relevant knowledge on the Internet and learn actively, so as to deepen the memory of knowledge.

5. Conclusion

To sum up, the application of flipped classroom model in English teaching in higher vocational colleges is of great significance, which can arouse students' interest in learning and improve the quality of teaching. With the deepening of College English teaching reform, College English teaching has gradually shifted from computer-assisted instruction to the combination of autonomous

learning and classroom teaching supported by the network platform. In the process of actual teaching work, teachers should proceed from their own and the actual situation of students, and develop a reasonable teaching process in order to achieve twice the result with half the effort. This article is a study of the flipping classroom, and takes the English teaching in vocational colleges as an example for specific analysis, and puts forward corresponding measures. I hope that the research in this paper can provide some reference for frontline teachers.

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