

# Research on Rethinking Teacher's Consciousness under the Mode of Reversing Classroom Teaching

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**Abstract:** The new curriculum reform clearly plans the teaching methods for changing the status of teaching subjects, and advocates teachers to guide students to actively participate in learning activities by changing traditional teaching methods and teaching modes. The general curriculum standards also clearly point out that teaching should improve students' scientific core literacy as the key, and respect the individual's personality development. With the deepening of the current informatization education, the birth of the flipping classroom and its rise have gradually begun to create new opportunities for the construction of student subjects and teacher-led teaching classrooms. Flipping classroom is a comprehensive reform of the traditional teaching classroom structure, realizing the inversion of knowledge transfer and internalization. In the actual teaching, it continuously satisfies the individualized development of students while cultivating students' self-learning ability and cooperative inquiry consciousness. The paper briefly introduces the flipping classroom, and on this basis, analyzes and discusses the practical application and advantages of the flipping classroom teaching mode in teaching.

## 1. Introduction

The flipping classroom teaching mode is generated when the Internet enters the cultural context of the micro-era. With its fragmented knowledge system and task-driven practical system, the process-oriented evaluation system gradually breaks the structure of traditional teaching classrooms and continuously improves resource utilization. The rate, its practicability and regenerative nature gradually subvert the process of knowledge transfer and knowledge internal transformation of teachers in the traditional high school chemistry teaching mode. It emphasizes the active construction of students and the processing of internal information, and continues to satisfy fragmentation. Learning requirements of the times. The importance of talents in the current knowledge age need not be rumored. In order to continuously cope with the current world development trend and accelerate the development of education in China, the Chinese government has successively issued a series of educational reform policy guidelines, from innovation ability and practical ability and independent learning ability. Many aspects have put forward new requirements for the goals and tasks of education and training. Under the guidance of relevant policies, we began to explore and study the teaching mode of traditional classrooms, and achieved remarkable results. Under the current background of such knowledge, with the support of government policies, many schools have begun to explore and analyze the new teaching model in combination with their own reality.

### 1.1. The concept of flipping classroom

The flip teaching originated from the American Woodland Park High School. The school's chemistry teacher began to use the screen recording software to record the playback of the ppt presentation and the lecture sound in order to help the absent students make up the class. This teaching mode is very popular, gradually in the whole. The students have been promoted and used, and gradually evolved into a teaching video that students can watch at home. Students complete homework in the classroom, and teachers can guide them alongside [1]. In other words, the flip teaching classroom is that teachers use electronic information technology to produce courseware and micro-video to complete the teaching of knowledge. In the actual teaching classroom,

individualized counseling is provided to individual students through the way of answering questions between teachers and students. Personalized learning is achieved through a series of teaching and learning activities, such as group exercises and inquiry learning.

With the deepening of the current informatization education, the birth of the flipping classroom and its rise have gradually begun to create new opportunities for the construction of student subjects and teacher-led teaching classrooms. Flipping the classroom is a comprehensive reform of the traditional teaching classroom structure, realizing the inversion of knowledge transfer and internalization. In the actual teaching, it continuously satisfies the individualized development of students while cultivating students' self-learning ability and cooperative inquiry consciousness. The flipping classroom teaching mode is generated when the Internet enters the cultural context of the micro-era. With its fragmented knowledge system and task-driven practical system, the process-oriented evaluation system gradually breaks the structure of traditional teaching classrooms and continuously improves resource utilization. The rate, its practicability and regenerative nature gradually subvert the process of knowledge transfer and knowledge internal transformation of teachers in the traditional high school chemistry teaching mode. It emphasizes the active construction of students and the processing of internal information, and continues to satisfy fragmentation. Learning requirements of the times [2].

## **1.2. The meaning of flipping classroom**

Flipping the classroom means that after completing the classroom learning tasks, the students will use the video teaching resources provided by the teachers after class to effectively organize and absorb the knowledge points spoken by the teachers, and then communicate with the teachers in the class, which will be different. Knowledge points are expressed in the classroom, so as to achieve a purpose of improving students' academic performance and stimulating students' interest in learning [3]. In the teaching content of high school chemistry, the content of textbooks is more complicated, and the chemistry knowledge involved is very wide. When students learn some difficult chapters, it is difficult for students to absorb all the knowledge points explained by teachers in the classroom. It is easy to lose interest in chemistry learning. By using the teaching mode of the flipping classroom, students can also consolidate the more difficult knowledge points through the teaching video resources photographed by the teachers themselves under the class, exercise the students' self-learning ability, improve the students' self-consciousness, and learn well for the students. The cultivation of habits provides a lot of help. Secondly, in the teaching process of high school chemistry, using the teaching mode of flipping classroom, the classroom and the class can be effectively connected to form a complete chemistry teaching system. Teachers can explain the knowledge points in the class, and the students pass after class. The exploration of knowledge points in video resources is conducive to the improvement of students' chemistry scores.

Flipping the classroom makes the teaching goal more clear. The teacher uses the flip classroom teaching mode to solve a certain knowledge point in the actual classroom teaching, or the classroom teaching link is started by flipping the classroom. The content design is suitable for the teaching theme, and the time is generally 8 minutes. Within, and with clear teaching objectives, the content of the flip classroom teaching is short and refined, and can help students to clear their learning goals in practical teaching.

Flipping the classroom can continuously enrich the teaching content. The flipping classroom mainly uses short video as the main content. It covers many teaching designs and courseware materials. Its content is rich in structure and diverse in type, which can clearly enhance the fun. The traditional teaching model cannot compare the teaching advantages. In the flipping classroom teaching mode, students' learning is gradually flexible and active, and can break through the limitations of time and space. As long as learners can connect to Internet terminals [4], flip the classroom teaching mode with a large number of mainstream media resources in small video formats. Therefore, it can find the corresponding resources anytime and anywhere, so as to obtain more knowledge.

Flipping the classroom can continuously improve the quality of students' learning, and

continuously enhance students' self-learning ability. The flipping classroom teaching mode can meet the individualized self-learning requirements of students. Students can continuously adjust their learning process according to relevant processes, and selectively supplement the corresponding learning process. Knowledge, make up for the shortcomings in learning, and constantly improve the quality of learning and in the process, form a good habit of independent learning, and constantly improve the ability of independent learning, and ultimately form the ability of lifelong learning.

### 1.3. The advantages of flipping classroom

The flipping classroom completely subverts the relationship between students and teachers in the traditional classroom. The teacher is only the presenter of knowledge in the flipping classroom, the developer designer of the teaching resources, and the organizer promoter and helper of the classroom teaching. The flipping classroom reverses the traditional teaching structure. In the actual traditional teaching, the teacher completes the transfer process of the knowledge in the classroom, and the test, exchange and cooperation, discussion and research through the homework. Due to the reversal of the teaching structure, there are also differences in the composition of the two teaching modes. The traditional teaching classroom is the classroom teaching after-school practice, and the flipping classroom is the three parts of self-learning, micro-class, and classroom teaching [5]. Self-directed learning is a program to guide students to self-learning. It can avoid the blindness of self-preparation of students before class. Micro-course is a supporting learning resource that uses teaching video as the main content to assist students in completing their own learning tasks. In the three parts of the flipping classroom, it is the classroom teaching, which has many differences with the traditional teaching. The classroom teaching in the flipping classroom is mainly carried out in the form of homework detection, collaborative research and display communication, which is compared with the traditional teaching mode. It is said that there are many differences, but in the evaluation of the actual teaching effect, it is necessary to comprehensively measure and select the best quality teaching mode [6]. The following figure is an example of the teaching of “statistical tables and bar charts” in the fifth grade mathematics of primary schools, comparing the teaching objectives of traditional classrooms and flipping classrooms.

Table 1 Flipping classroom and traditional classroom teaching objectives

Traditional classroom teaching objectives	Flipping classroom teaching goals
1.Understanding complex statistics and bar charts	1. Self-study, consolidate learning, master the connotation and structural characteristics of the complex statistical tables and statistical charts,
2 .collect correct data to complete the completion of the statistical chart	2. Learn to collect data scientifically and fill in the statistical charts correctly
3. data analysis to solve practical problems, experience statistical value	3. class discussion, pre-judgment analysis of data
	4. Class activities, master the methods of collecting data, select appropriate data to organize, solve practical problems, accumulate experience, and develop data analysis thinking.

## 2. Flipping Transformation of Classroom Teachers' Teaching Consciousness

### 2.1. The improvement of teachers' own cultural literacy and professional quality

The important position of teachers and students in education determines that the effectiveness of the entire teaching process is influenced by the relationship between teachers and students, and the influence is very large. To establish a good teacher-student relationship, teachers must first improve their moral cultivation, and make themselves become more attractive, rich, and broad-minded teachers. Only in this way can students appreciate teachers and teachers from the heart. Second, teachers must learn to respect students. Only then can students respect teachers and be willing to accept teacher teaching. Thirdly, teachers should care for students, and understand the individual

ideology, moral quality, interest needs, knowledge level, learning attitudes and methods, personality characteristics and family background, pay attention to individual differences of students, and care for students. Psychological feelings, when students encounter difficulties, help students in time to make students feel warm. Only in this way, students are willing to psychologically accept teachers and teachers' teachings [7].

Teaching quality is always the lifeline of the school is the main topic of education development and its eternal topic. Therefore, we should actively work hard to improve the quality of chemistry teaching. The central idea of the new curriculum reform should focus on improving students' learning ability and individual while teaching knowledge. Quality. In the past, we only focused on explaining teaching methods in practical teaching. Therefore, students are in a relatively passive learning state in actual teaching. This teaching mode not only lowers students' learning ability but also is not conducive to students' personal quality. The cultivation will also lower the overall teaching performance and affect students' ability to apply knowledge.

The feedback evaluation process of flipping the classroom is diversified and runs through each part of the class, before and during the class. Flipping the classroom not only pays attention to the evaluation of the learning results, but also through the design evaluation score table, the establishment of the student's learning files, the learning problem feedback form, etc., to complete the feedback evaluation of the whole learning process, truly formative evaluation and Summative evaluation, quantitative evaluation and qualitative evaluation, self-evaluation and evaluation of others, good evaluation of individual and evaluation of the group, especially in a diversified way to accurately grasp the students' learning autonomy and learning attitude, and affirm And encouragement, truly stimulating the evaluation. And in the teaching mode of flipping the classroom, the enthusiasm of students and the initiative of learning must be mobilized. Flipping the classroom teaching mode is the inevitable outcome of the teaching reform, and implementing the flipping classroom teaching mode has become the mainstream of modern teaching [8]. The use of flipping classrooms in the high school chemistry teaching process also requires the continual exploration of the majority of chemistry educators. It is necessary to dare to innovate and boldly try in the ordinary teaching, so that the high school chemistry classroom teaching becomes more diversified and more energetic.

## **2.2. Establishing the teaching thoughts supplemented by the main teachers of students**

Teachers carrying out situational teaching activities should actively give full play to the students' main status, create situations from the perspective of students, and pay attention to the actual development of students in the actual situation creation. Teachers should play the role of guides, teachers should pay attention to students. In consideration of the actual situation, the students should be appropriately dialed, and the students should be guided in a step-by-step manner to understand the content of the article. In order to stimulate students' interest in learning and give full play to the subjective status of the students, the teacher can appropriately leave the students with the homework and ask the students to know the content in advance. In the classroom, the lectures are given to other members of the group and the whole class. In the actual teaching activities, the students can be divided into several groups, so that the students can enter the deep exploration and analysis in combination with the actual contact, thereby enhancing the teaching effect. Constantly stimulating students' interest, increasing students' expectations for the chemistry experiment course, and cultivating and enhancing students' cooperative inquiry ability, helping students solve problems, and finally diverging students' thinking ability, so that students finally feel the charm and fun of learning.

A harmonious and active teacher-student relationship is the embodiment of the harmonious relationship between teachers and students. It is also the key to promoting close cooperation between teachers and students and creating a positive and positive teaching atmosphere. The current harmonious and harmonious teacher-student relationship is the main driving force and source for mobilizing the enthusiasm of both teachers and students[9]. Teachers want to build a good and harmonious teacher-student relationship. First of all, they should weaken the concept of being a

teacher, actively change their own teaching concepts and ideas, and advocate the construction of a new type of teacher-student relationship. The industry is the equal and harmonious relationship between teachers and students. To fully respect students and trust students, we must not only satisfy the students' curiosity, but the teacher-student relationship is not only a relationship or a friend relationship [10].

### 3. Conclusion

Flipping the classroom can accelerate the development of students' good study habits and strengthen students' self-learning ability, but its application in teaching practice needs to be continuously explored. Although the current flipping classroom is used in classroom teaching, although it has achieved very good results, due to the students' own factors and the different sources of the flipping classroom teaching model, there are still many problems that need to be solved. Although the flip-type teaching has been initially promoted in China and achieved certain results, in practice, teachers should pay attention to avoid the ideological tendency of the hard-won. The correct approach is based on the actual situation of students and the specific content of classroom teaching, to achieve targeted selection or organic combination of flip-style teaching and traditional teaching mode, in order to give full play to the traditional mode in the exploration of ability development, tacit knowledge transfer, etc. The positive effect is to maximize the learning outcomes of students in a relaxed and pleasant classroom atmosphere.

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