Research on the Teaching Reform of Ideological and Political Courses in Colleges and Universities based on Flipped Classroom

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Abstract: Driven by the rapid development of network information technology, network information technology is exerting tremendous influence on people's life, production, work, learning and entertainment in various forms, which makes people's way of thinking change. For teaching, the use of network technology has greatly facilitated the development of teaching activities and promoted the further implementation of teaching reform. Coupled with the advancement of a new round of teaching reform in the teaching of ideological and political courses in colleges and universities, flipped classroom, a new teaching mode with the characteristics of network information technology, has gradually been applied to the teaching of ideological and political courses in colleges and universities, which has improved the quality of teaching. It is a very good promotion and has been favored by teachers, students and parents. This paper first gives a brief introduction to the related concepts and features of flipped classroom. Secondly, it briefly discusses the theoretical basis of the use of flipped classroom teaching in college ideological and political courses. Finally, a detailed introduction is made on the specific strategies of the reform of the classroom teaching reform in colleges and universities.

1. Introduction

Nowadays, the rapid development of network information, the rapid change of information content, the rapid acceptance of new things, the rapid development of various new things and new terms. Moreover, the 95-year-old who grew up in the rapid development of informatization has now become the main age class of college students, and they are more likely to accept new teaching methods and courses. For the course teaching of college students, there is a very important course - the course of "Ideological and Moral Cultivation and Legal Basis". The main teaching goal of the ideological and political course is to enable students to establish correct three views and understand the legal basis through the study of classroom courses. , to develop a good ideological and moral quality, and thus promote the all-round development of students. The flipping classroom came into being [1]. At present, in some developed countries like the United States, the use of flipping classroom teaching methods, combining classroom teaching with information technology, can make college teaching can also feel the development and progress of information technology. Through the in-depth investigation and summary of the concept and characteristics of the flipping classroom, this paper puts forward the related strategies of how to combine the flipping classroom teaching mode with the course of "Ideological and Moral Cultivation and Legal Basis" in Chinese universities.

2. The status quo of practical teaching of ideological and political courses in universities

2.1 Insufficient understanding of ideological and political education.

Under the call of the Ministry of Education for teaching reform, colleges and universities continue to weaken theoretical teaching and strengthen practical teaching reform. The ideological and political course is relatively backward in the practice teaching reform. Many teachers still don't know enough, pay attention to the theoretical part, and ignore the practice teaching link. What's more, it is only for the perfunctory class, and adopts the attitude of teaching according to the text. In addition, colleges and universities are less likely to invest in ideological and political education than other professional

courses [1]. The main performances are as follows: First, in terms of curriculum arrangement, professional courses are generally small classes, and ideological and political courses are usually combined classes. There are many students in the class, and teachers often cannot take into account the learning status of each student. Second, in terms of capital investment, schools generally invest a lot of money in the construction of professional courses, and the funds invested in ideological and political courses are few and far between, which makes it impossible for teachers to conduct practical forms like classroom case discussions. Going out or "please come in" makes practical teaching very restrictive. Third, it is manifested in manpower input. In most higher vocational colleges, the teacher's treatment for ideological and political education is lower than that for professional teachers, and the school's requirements for the ideological and political education teachers are also under strict control, resulting in insufficient teacher resources. Therefore, it can be seen from these phenomena that there is still much work to be done to reform the ideological and political practice curriculum education in higher vocational colleges.

2.2 There are problems in teaching methods.

At present, the ideological and political courses in colleges and universities are mainly based on the traditional teaching mode of teachers and students. Under this method, teachers still focus on theoretical content, which causes many students to evaluate the ideological and political courses is not high, and think that they are boring and boring. And has no guiding significance for real problems [2]. There is a lack of time to inspire students to think about practical problems and carry out practical teaching activities, so that students have less general application of their knowledge in practice.

2.3 There are problems in the assessment method.

The current assessment methods of colleges and universities are determined according to the students' usual grades (including class performance, attendance and peacetime assignments) plus examination papers, although this assessment method can effectively urge students to try not to appear in peacetime. The situation of late arrival and early retreat pays attention to the study of theoretical knowledge, but it is not enough to assess students' ability to apply theoretical knowledge [2]. It does not reflect the true understanding of students' knowledge. This is also because most colleges and universities have long attached importance to the application of neglect.

3. The concept and characteristics of flipping classroom

In some developed countries in the West, education has been deeply explored, thus forming a new type of teaching method - flipping the classroom, the concept of flipping the classroom means that colleges or teachers can give students more freedom, so that students can choose A way to learn and acquire knowledge, and to promote communication between students and teachers. From the above concept, it can be seen that the flipping classroom is very different from the traditional classroom teaching mode. The characteristics of the flip classroom are mainly as follows:

3.1 The flipping classroom is the product of the development of information technology.

For the flipping classroom teaching mode used in western countries, the main implementation process is that the teacher will distribute the recorded teaching videos to the students, and the students can choose to learn these videos anywhere without being limited. Above the classroom. Therefore, it can be seen that the flipping classroom is the product of the development of information technology, which is mainly reflected in the following two aspects: First, the teacher adopts the teaching mode of recording video, and the process of recording video requires a large amount of science and technology related to information technology [3]. For example, video recording technology, post-processing technology, etc., the use of these technologies are all produced under the premise of rapid development of information technology; second, teachers distribute lecture videos to students, also through the dissemination of information technology, such as Use the Internet or email to send course videos to students anytime and anywhere without face-to-face communication. Third, students need to use certain information technology to play videos while using the flip classroom to learn.

3.2 The learning style of students has a variety of characteristics.

The most important point in the concept of flipping classrooms is that students can learn more freely, including diverse learning methods, and flipping classrooms makes students' learning styles diverse. Mainly reflected in the following aspects: First, students in ordinary colleges and universities can learn the knowledge of the course through teaching videos. At the same time, some people who are constantly improving their own abilities or interested in the course can also learn, so the contents of ordinary colleges and universities The recipients are not only ordinary students, but also many people who wish to continue their studies. Second, students' learning time and place of study are more free. Students can learn in any place where they can play instructional videos, not limited to class time [3]. At the same time, it is not limited to the classroom, which gives students a great freedom of study. Third, the way of video teaching can enable students to learn according to their own abilities. When students encounter difficult to understand, they can pause the video. Search for data or Discussions with other students, etc., are not available in traditional teaching classes.

3.3 Improve student communication and collaboration.

Compared with traditional teaching classrooms, flipping classroom teaching methods can further improve communication and collaboration between students or between students and teachers, mainly in the following aspects: First, students You can use your free time to learn the corresponding courses according to the instructional videos, record the places that are not understood in the video, communicate with other students in the classroom, or directly ask questions to the teachers, thus further improving the students and Second, the ability to further improve students' self-learning ability, flip the classroom teaching mode to return a large part of the learning freedom to the students, students need to learn the course through their own efforts, the teacher only plays the guidance [4]. The role of the person can further stimulate the students' self-learning ability, continuously improve the initiative of learning, and better improve the learning effect of the course.

4. Feasibility analysis of turning classes in college ideological and political courses

In the case that the teaching mode of ideological and political courses has not changed greatly for many years, you can try to implement the steps in a step-by-step manner, combined with the actual situation of each school, and not just a formal imitation.

4.1 Train teachers to provide resources and technical support.

The Ten-Year Development Plan for Education Informatization (2011-2020) puts forward the framework for the development of basic education informatization in 2020. "Improve the basic allocation and application level of school information construction, make breakthroughs in the reform of school education and teaching methods, and under the information environment. The ability of students to learn independently is improved." Every teacher should make full use of online information resources and enrich these resources into their own classrooms [4].

Information technology and modern educational technology have laid the foundation for flipping classrooms. Ordinary college students generally have personal computers, while computer-based students have a higher proportion of personal computers (from the actual situation of our school, more than 85% of students in school have personal computers, Internet access to each dormitory) Can meet the conditions required to implement the flip classroom teaching. The main technical method used in flipping classrooms is to make videos. How can teachers create videos with reasonable structure, rich content and clear knowledge points in a short time. At the same time, it is necessary to combine the flipping classroom with traditional teaching resources and teaching methods to achieve the teaching goal.

4.2 Students have the ability to learn independently.

Students learn through teaching resources before class and complete their exercises after class. All these arrangements are based on students' good self-learning ability. According to the survey, about 64.13% of college students can take the initiative to complete the learning tasks, 22.34% of the

students who passively complete the learning tasks, and 13.53% of the students are subject to the situation. This indicates that most students have the ability of self-learning and self-management constraints, complete the requirements of teachers through self-learning, and there are still some students' self-learning ability, but through the interaction with other students and the guidance of teachers, it can also be completed. The vast majority of knowledge learning [5]. At the same time, we also clearly recognize that students will continue to improve their cultural ability to learn independently as they grow older and gain knowledge and experience. When designing the teaching activities of the flipping classroom, teachers should pay attention to the autonomy is the fundamental attribute of flipping the classroom, and should pay attention to cultivating students' self-learning ability.

5. The application of "Flipping Classroom" teaching mode in the teaching of ideological and political courses

In view of the many advantages and functions of the flipping classroom teaching mode supported by the micro-class, this paper analyzes the operation path of the college-based ideological and political course flipping teaching mode supported by the micro-course technology.

5.1 Do the premise work of flipping the classroom.

In order to do a good job in the overhaul of the ideological and political course in colleges and universities, the teacher should thoroughly study the content of the textbook, explore the essence of knowledge, clarify the teaching objectives, and decompose the unit curriculum according to the general goal, and design it as the corresponding micro unit. As a teacher, only in-depth research and analysis of the textbook content of college ideological and political courses can summarize the essential knowledge of the content of the textbook, and design according to the actual needs of the teaching, so as to create and flip the classroom for the micro-course design [5]. The implementation of the work has laid a solid foundation.

5.2 Create micro-courses and design learning task sheets.

The micro-course is a tool and means to carry out the ideological and political class to turn the classroom. The teacher should make short and practical micro-videos based on the content of the textbook. At the same time, the teacher designs the corresponding study task list according to the main content of each unit, highlights the student's subject status, and encourages students to explore independently. If the students can't complete the independent thinking, they can organize the students to cooperate and learn [6]. The following contents should be indicated on the task list: inquiry theme, achievement goal, learning method, learning form, learning task, problem design, practice questions, etc., and focus on guiding students to record relevant key points and difficulties, stimulating students' questioning quality, and encouraging students Ask relevant questions and reflect accordingly after the end of the study to ensure the quality of classroom learning and successfully complete the classroom learning tasks.

5.3 Carry out ideological and political classes and turn over classroom teaching.

After doing the above preparatory work, in the classroom of the ideological and political class, the students will receive the tasks, extracurricular learning and in-class reinforcement, and carry out the flipping class under the micro-course conditions [7]. First, let the students clarify that the learning task is to start the beginning of the classroom. In order for the students to carry out the learning activities according to the micro-curricular resources, the micro-curricular resources should be designed according to the requirements mentioned above. Secondly, let the students pass their own mobile terminal devices. The micro-courses produced by the teacher are self-study. The learning process is relatively open and free. Students can watch the study according to their own time and understanding. Finally, the in-class intensive stage encourages students to cooperate in the in-class intensive stage. Cooperative inquiry is actually a very effective learning method. It refers to the learning mode in which students learn to explore in depth through communication, discussion, and

debate, and finally realize the corresponding learning tasks [6]. Through the cooperation between students, not only can students' individual thinking ability be fully utilized, but also students' communication and communication skills can be improved, students' good sense of cooperation and competition can be cultivated, and students' mutual tolerance can be improved. At the same time, through the cooperative inquiry learning model, it helps to form students' good innovative thinking ability and critical thinking ability, and form a good relationship of mutual respect among students.

5.4 Evaluation of flip teaching support for micro-course support.

The evaluation of flip teaching supported by micro-courses must abandon the evaluation criteria and system of traditional classrooms. In the flipping classroom, evaluation must take into account the evaluation of teachers, peers, students and other subject and object. Experts and scholars can evaluate the design and application of micro-courses in ideological and political courses, and point out that the ideological and political courses are designed in the classroom, and what aspects of the application are relatively in place, and what problems still exist in the aspects, which are beneficial to the future. Further improvement and improvement in teaching; at the same time, through the teacher's procedural and comprehensive evaluation of the student's learning situation, especially self-study situation, group cooperation and micro-class practice [7]. In addition, students are also allowed to participate in the evaluation of teaching, so that students can objectively evaluate the teaching mode and individual learning situation. The content of the evaluation involves the choice of questions, the performance in the independent learning process, the performance in group learning, and learning. Planning, timing, results presentation and results presentation.

6. Summary

Through the above analysis and discussion, it can be seen that flipping classroom is a new teaching method that uses information technology to provide classroom teaching effects, and has been promoted in some developed countries, and has achieved good teaching results. This paper summarizes the important characteristics of the flipping classroom, and at the same time puts forward an important strategy for the combination of flipping classroom and ideological and political courses in colleges and universities in China. I believe that with the continuous reform of the teaching methods of ideological and political courses in colleges and universities, we can better improve the teaching effect of ideological and political courses and train more outstanding talents for society and enterprises.

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