

Practical analysis based on the mode of flipped classroom in college English teaching

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Abstract: *With the continuous development of the Internet, the traditional college English teaching mode no longer meets the learning needs of students. Therefore, how to realize the innovation of college English teaching mode and improve students' English learning ability by means of information technology has become an urgent problem to be solved by the current education departments. This paper will start with the definition and characteristics of flipped classroom teaching mode, combined with the application practice of flipped classroom teaching mode in college English teaching, and put forward improvement suggestions from the aspects of course resources, classroom activities and evaluation methods, etc., in order to provide reference for the innovative development of college English teaching mode.*

Keywords: *flipped classroom; college English; teaching mode*

With the development of educational informatization, the mode of college English teaching is also changing constantly. The emergence of flipped classroom has triggered the reform of college English teaching mode, but it has also put forward higher requirements for teachers and students. As college English teachers, they should conform to the trend of educational informationization and combine flipped classroom with college English teaching, so as to improve students' learning enthusiasm and initiative and enhance students' comprehensive English ability.

1. Definition and characteristics of flipped classroom teaching mode in college English teaching

Flipped classroom is a new form of education based on modern educational technology, with teachers as the leading role and students as the main body. Compared with the traditional classroom teaching mode, flipped the traditional teaching classroom "learning" and "after-class learning" two parts of the reverse, the "learning" before class teacher professor knowledge early after class, students through the Internet online knowledge and complete autonomous learning, so as to better realize knowledge internalization, improve the efficiency of classroom teaching.

Compared with the traditional teaching mode, the flipped classroom has the following characteristics: first, teachers and students complete the absorption and internalization of knowledge outside the classroom; secondly, the teachers assign students' independent learning tasks in advance and give timely and sufficient guidance and help in class; finally, the teachers give timely and effective feedback according to the problems encountered by students in the independent learning process before class^[1].

2. Analysis of the application of flipped classroom model in College English teaching

The traditional classroom is teacher-centered, and the students passively accept the knowledge. In this traditional classroom mode, teachers are usually the instructors and instillators of knowledge, while students are the recipients and passive recipients of knowledge. This traditional teaching mode has many disadvantages, which is not conducive to mobilizing students' interest in learning. The traditional classroom model is often teacher-centered, and the students learn passively under the control of the teacher. Teachers teach new knowledge, while students mechanically memorize and retell new knowledge. In such classes, students have little opportunity to express their opinions and opinions, and rarely to participate in class discussions. Students lack of interest in the knowledge, unable to do the initiative to learn, in the long run, there will be weariness, thus affecting the overall classroom effect.

In the flipped classroom model, teachers are not the instructors and indoctrinate of knowledge, but

the guides, helpers and facilitators of students' learning. Teachers process, organize and present the knowledge to students, and provide learning resources for students. In the classroom, teachers participate in students' learning activities in various forms, and provide students with opportunities and conditions for practical operation. In class, teachers mainly guide students to conduct independent learning through activities, and then carry out group cooperative learning and discussion under the guidance of teachers to solve difficult problems, and finally form personalized learning results. Therefore, the teacher is the organizer and the guide of the classroom teaching^[2].

First, before class, teachers should group students, and then use videos, such as video and other multimedia tools to process, organize and present new knowledge to students. Then, the teacher determines the classroom teaching content and teaching objectives according to the students' actual situation and ability level.

In class, teachers organize students to carry out activities through discussion, debate, presentation and other ways to guide students to discuss and solve the problems encountered in the learning process. Finally, the teacher comments on and summarizes the students' activities, helping the students to summarize the knowledge and apply the knowledge to the real life.

3. Strategy of flipped classroom model in College English Teaching

(1) Change the traditional teaching mode and build a new teaching mode

The traditional English teaching mode is teacher-centered, where teachers impart knowledge in class, and students listen to the teacher in class. However, such teaching mode does not make students have a better understanding of English knowledge, and also does not achieve the purpose of improving students' English level.

In the flipped classroom mode, students complete the corresponding learning tasks before class, and the teacher will record the knowledge to be learned before class into videos, so that students can watch the videos in advance and preview and think accordingly, so that students can better master English knowledge. Teachers can also use this teaching mode to explain some key and difficult knowledge, so that students can understand the key and difficult knowledge through preview and thinking before class. The flipped classroom mode in college English teaching can enable students to better master the knowledge and improve their interest in learning. The flipped classroom mode adopted in college English teaching can not only effectively solve the problems existing in the traditional English teaching mode, but also cultivate students' independent learning ability. At the same time, it can also carry out heuristic teaching and interactive teaching for students to help students build confidence in English learning^[3].

For example, in the college English course "Reading Undertaking", teachers can use this mode for teaching, and teach students the key and difficult contents in the article through videos, courseware and classroom explanation. Then let the students discuss and debate in groups in class. Finally, the teacher summarizes the views of different groups and makes corresponding evaluations. In this way, students can be stimulated with their ability to learn and think independently. Teachers should also understand and analyze the students' learning situation after class, and then give corresponding guidance according to the actual situation. Teachers can provide students with corresponding teaching resources with the help of network resources and multimedia equipment after class. For example, you can consult relevant materials online and read English articles to improve the students' English level.

(2) The construction of the flipped classroom

The construction of flipped classroom should start from the needs of students, be based on students' independent learning, organically combine traditional classroom teaching with modern information technology, and integrate various multimedia tools such as video and micro-class into classroom teaching. In this process, teachers should give full play to the leading role, combine with the needs of students, conduct reasonable screening and arrangement of college English teaching content and learning content, make clear the teaching objectives and teaching content, highlight the combination of knowledge transmission and ability cultivation, and improve students' learning interest and learning efficiency.

In the flipped classroom, teachers should play the role of guide, instructor and participant, help students to internalize and absorb knowledge, and stimulate students' interest in learning through encouragement and guidance, and promote students to actively participate in classroom activities.

Teachers should provide students with sufficient learning time, and give targeted guidance to students, timely find out and solve the problems encountered by students in the process of learning, and promote students' active learning.

For example, in the unit of Listening and Hearing, the second volume of New College English, teachers can use micro-lessons to explain the content of people, events and organizations to students, and present it to students in the form of videos, so that students can learn relevant knowledge by watching and analyzing the videos.

In addition, teachers can also design micro-courses according to different types of teaching materials, to help students to have in-depth understanding and exploration of different topics, and achieve the purpose of cultivating students' independent learning ability and improving teaching efficiency through reasonable design of teaching content and teaching objectives.

(3) Improve the comprehensive quality of teachers

Flipped classroom is a new mode of education. Teachers should make full use of the flipped classroom teaching mode in college English teaching to achieve the goal of efficient classroom and high-quality education. The implementation of the flipped classroom model is a brand new challenge for college English teachers. As the organizer and organizer of teaching activities, college English teachers must have a strong sense of innovation and ability, master advanced teaching concepts, carry out teaching work according to the characteristics and needs of students, to create a relaxed, happy and active learning environment for students^[4].

College English teachers need to have strong information technology ability, able to skillfully operate multimedia courseware and video, improve the efficiency of classroom teaching. In addition, college English teachers also need to have strong organization and management ability, to be able to arrange teaching activities scientifically and reasonably, to effectively manage students in class, and to guide students to actively participate in classroom teaching activities. Therefore, college English teachers need to constantly improve their own quality, enrich their professional knowledge and skills, according to different students' English foundation and learning ability to develop teaching plan and design teaching scheme, in the teaching process, teachers should pay attention to students learning method guidance and guidance, encourage students to develop good learning habits, let the students learn to autonomous learning.

(4) Improve the teaching evaluation system

Teaching evaluation system is an important indicator of teaching quality. In order to better apply the flipped classroom model in college English teaching, teachers should evaluate the teaching effect of the flipped classroom model in time. At the same time, students' academic performance should be regarded as an important indicator of evaluation.

First, teachers should establish a perfect teaching evaluation system and effectively evaluate students' academic performance under the flipped classroom model. Through the scientific, comprehensive and accurate evaluation of students' learning effect, teachers can better find problems and adjust them, so as to improve the quality of teaching.

Secondly, teachers should formulate the assessment standards reasonably. According to the characteristics of college English courses and the actual learning situation of students, the assessment standards suitable for the course are formulated, and constantly improved in the teaching^[5].

(5) Enhance students 'learning ability and cultivate students' independent learning ability

Flipped classroom teaching mode, the students' learning time has changed, the students' learning space has changed, the teacher is no longer the leading role in the classroom, instead of students, teachers need to establish a good relationship between teachers and students and students, establish a harmonious classroom atmosphere, teachers and students to discuss and solve problems, only in this way can let the students willing to communicate with the teacher, communication. Therefore, teachers should enhance their influence in the classroom and let students feel that learning is a happy thing. In order to enhance students' learning ability and independent learning ability, teachers need to help students master some independent learning methods and skills, and provide targeted guidance and help in the teaching process, so that students can master the independent learning ability.

4. Pre-class task

Pre-class tasks are to let students make their own plans, set their own learning goals, and arrange after-class tasks before the formal class. In this way, students can make clear their own learning goals and direction in class, and prepare for the smooth development of classroom teaching.

Pre-class activities promote the concept of a flipped curriculum. In order to make students resistant to the flipped classroom, teachers should have the contents, reasons, methods and advantages of the flipped classroom over the traditional classroom. If students find the advantages of the flipped classroom, then they will look forward to this bright future and have a strong interest in learning.

Arrange for pre-class quizzes. Before compiling the textbook, the teacher can organize some standard quizzes according to the purpose of the course, send some questionnaires to the students, or ask some questions directly to the students. At the same time, it can also let the students have a clear understanding of their own English ability, so as to better stimulate their enthusiasm for learning, and better complete the task assigned by the teacher.

5. Classroom activities

In order to ensure the teaching effect, knowledge transmission and inquiry discussion can be conducted through group cooperative learning. Teachers should actively organize classroom activities to guide students to conduct cooperation, exchange and inquiry and discussion. Teachers can design some open questions or open questions for students to answer by themselves, which can not only enhance students' language expression ability and problem analysis ability, but also expand their way of thinking and improve their comprehensive quality.

In addition to the most commonly used PPT, teachers can also give full play to their strengths, through the debate competition, drama performance, knowledge competition and other novel and interesting activities, to add some freshness to their class, but also to leave a relaxed classroom atmosphere for students.

6. Classroom evaluation

In the process of classroom teaching, teachers should adopt appropriate evaluation methods to evaluate and encourage every student. For example, in the process of group cooperative learning, teachers can adopt mutual evaluation and mutual evaluation between groups to promote students to learn, help each other and make progress together. For those who actively participate in classroom activities, excellent performance of students to timely praise, encouragement to enhance their confidence and enthusiasm.

7. Summarize after class

In the flipped classroom teaching mode, teachers are no longer the transmitters of knowledge, but the guides of students' learning. In the teaching process, teachers should conduct heuristic and guiding teaching to students, so that students can learn to learn independently. Therefore, teachers need to summarize and summarize the whole teaching content after the end of the class, to help students to better understand the course knowledge.

The purpose of homework is to let students review and summarize what they have learned, deepen the internalization of what they have learned, so as to form a more systematic and firm knowledge structure. Therefore, teachers can design different tasks to make students consolidate and consolidate in the classroom. It is an effective method to analyze the results of two tests. In this way, students can intuitively feel the effectiveness of learning, and on the other hand, it can also make it easier for teachers to judge the quality of the learned results. In addition, teachers will also conduct a questionnaire survey on students' learning for their learning purpose and provide some suggestions.

To sum up, the flipped classroom teaching mode is a brand new teaching mode, which can effectively stimulate students' interest in learning, let students feel that learning is a happy thing, so as to improve students' independent learning ability. College English courses under the flipped classroom teaching mode require teachers to adopt a variety of methods to improve the effect and quality of the course, improve students' comprehensive English ability and quality, and enhance students' interest in

learning English courses.

8. Conclusion

The brand new teaching mode of flipped classroom has brought great challenges to both English teachers and students. Teachers should strengthen the cultivation of students' independent learning ability, and help students to complete the learning of knowledge after class. In class, they should mainly deepen the understanding of knowledge through dialogue and discussion. At the same time, teachers should improve their professional quality and provide students with a good learning environment, so as to promote the development of flipped classroom teaching mode in college English teaching. In short, in order to really apply the new teaching mode of flipped classroom to college English teaching, we need to start from many aspects, such as curriculum setting, textbook selection, teachers and other aspects, so as to truly improve the quality of college English teaching and provide help for cultivating qualified talents.

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