

The Influence of Flipping Classroom on Students' Academic Emotions in College Ideological and Political Theory Courses

Hongfeng Geng¹, Shasha Wang²

1 Department of Mechanical and Electrical Engineering, Yuncheng University, Yuncheng University, Yuncheng 044000, China

2 Department of Foreign Languages, Yuncheng University, Yuncheng 044000, China

ABSTRACT. *With the gradual deepening of the teaching reform, the flipping classroom has been widely used in the current classroom education, breaking through the shortcomings and limitations of the traditional college ideological and political education model. This paper will study the influence of flipping classroom on students' academic emotions in college ideological and political education, analyze the disgusting and tired emotions in the traditional mode, and transform into the active learning emotions under the flipping classroom mode, and put forward in colleges and universities. The implementation path of flipping classroom in the teaching of ideological and political theory.*

KEYWORDS: *Flipping classroom, Ideological and political theory class, Academic mood*

1. Introduction

Flipping the classroom is to use the various network technologies to teach now, teachers can make full use of classroom time and cultivate students' active learning ability. The mode of flipping the classroom has greatly improved the traditional teaching method, and classroom teaching is no longer a single knowledge transmission [1]. In the classroom, the teacher will give a key explanation, and more time will be given to the students for free discussion. The teacher will play a guiding role and encourage students to obtain knowledge points through various channels under the class. The flipping classroom is student-centered, the teacher is no longer an authoritative representative, the students can boldly ask questions, refute and discuss, the teachers and students are in an equal position, the students' participation has been greatly improved, and most of the freedom is available. Time to think and absorb.

2. College Students' Ideological and Political Theory Courses

Through the investigation of academic mood setting in the current situation of ideological and political classroom study, extracurricular study and examination in a certain university, from the excitement, enjoyment, happiness, shame, self-confidence, pride, irritability, boredom and other academic emotions, a total of 68 multiple-choice questions 4 open-ended question-and-answer research found that college students' ideological and political theory classes are less excited, enjoyable, and enjoyable. They have less positive academic emotions [2], mainly showing irritability and anxiety. When students are more passive, the students are less nervous than other professional courses, but they are confident. The degree is low, and the good fortune is more comfortable than the eugenics, and the relaxed mood is mostly; the numbness and annoyance of ordinary students occupy the main position. At the same time, there are certain grade differences and gender differences in the ideological and political education of college students. The negative emotions of academics and the motivation of college students are not clear, the self-efficacy is low; the artistic quality of teachers is not strong, the lack of charm in the classroom, the low social recognition of the ideological and political theory, and the inconsistent curriculum setting have a close relationship. The hopes and future of the nation, their ideological status, are not only related to the development of colleges and universities, but also affect the stability of the state and the nation to optimize the ideological and political theory.

3. College Ideological and Political Theory Education Application Flip Class Students' Academic Emotional Influence

The center of the flipping classroom is based on students, which can fully reflect the initiative of students. This teaching mode is in line with the modern educational situation and is suitable for the teaching characteristics of ideological and political theory courses, which can meet the needs of students.

3.1 Changes in Student Learning Style

In the traditional ideological and political teaching classroom, teachers are usually the porters of knowledge. Students only receive knowledge mechanically and are in a passive learning position. The efficiency of teaching is not high, and students lack enthusiasm. The lecture time of the teacher usually takes up all the classrooms [3]. The students do not have the space for self-learning. The ideological and political ideas they learn are all from the teachers. Each student is basically the same, which causes the students to have no own opinions. The flipping classroom subverts this traditional teaching mode and leaves the initiative of the classroom to the students. The students use their own knowledge points to think and summarize, and the teachers guide the students, which helps the students to establish correct ideological and political values.

3.2 Improvement of Learning Efficiency

In the traditional ideological and political teaching classroom, the teacher only pays attention to the explanation of the knowledge points in the classroom, ignoring the learning time under the class. Flipping the classroom can realize the effective use of the time of the class [4], allowing students to study the ideological and political knowledge in the daily life and find relevant information. In the classroom, the teacher provides students with practical questions for students to answer and strengthen the understanding and consolidation of knowledge points by solving problems. Students should also be good at finding problems in their lives and answering them by using the knowledge they have learned. This can effectively absorb and discover new problems, thus greatly improving learning efficiency.

3.3 Changes in Students' Tired of Learning Emotions

Flipping the classroom has changed the way students are tired of learning in traditional classrooms. The nature of ideological and political education courses is more serious, and the content is often boring. Many students are tired of learning or even skipping classes. Flipping the classroom with students as the main body has greatly enhanced the learning atmosphere, enhanced the students' strong interest, and actively participated in the study, full of enthusiasm, and the learning effect has also changed a lot. In the traditional classroom, the teacher's teaching tasks are heavy, the students have fewer questions, and there are fewer exchanges under the class. Students in the flipping classroom have a strong sense of autonomy, and the interaction between teachers and students increases, and students have more time to ask questions from teachers. Using the rich network teaching resources in the classroom, the teacher's teaching tasks have been greatly reduced, and students can also make up for relevant knowledge points according to their own deficiencies. In the classroom, teachers group students to communicate with each other [5]. Teachers provide personalized counseling for each group to achieve active and happy learning. Under the class, teachers can establish corresponding communication groups and discussion groups. Students can communicate freely in the process and analyze and analyze some problems that they do not understand. Flipping the classroom makes the learning interest soar through the change of students' learning style, the students become more active, the learning is full of fun, and the tired of learning is improved.

3.4 Enhance the Artistic Quality of Teaching to Obtain a Sense of Pleasure

The ideological and political theory class teachers must first be strict with self-discipline, set an example, love students, can not bring their negative emotions to the classroom, bring students to "people-oriented", insist that students "hate" clothing less wear, Students feel that "hypocrisy" is less important. To become a good teacher in the minds of students, it is necessary to work hard to improve their theoretical level, specialize in education and teaching [6], and strive to infect students in limited classroom time to achieve a good educational effect. The process is a beautiful enjoyment. This kind of beauty is the comprehensive charm of a teacher. It attracts students to pay attention to and understand the content of his explanation. When students are evaluated for pleasure, they should take the classroom response and emotional experience of the students into the

evaluation category. Finally, colleges and universities should introduce advanced technology, such as the use of “micro-class”, “Mu class”, etc., enrich the teaching methods, flip the classroom to let students learn to be passive.

4. Flipping Classroom into the Teaching Path of Ideological and Political Theory in Colleges and Universities

First, we must prepare for the class, the teacher will release relevant teaching materials and learning tasks to their students in advance, and students can take the request to learn after receiving the task. Learning materials must have a certain interest and diversity to stimulate students' interest in learning. The knowledge points involved should be clear and intuitive, so that students can learn more essence and increase learning efficiency [7]. Students should correct their own learning attitudes in order to correct their own learning attitudes. In the process of self-learning, students should discover the fun of learning, and plan the overall goal first in learning, and then refine the learning one by one. In the process of learning, we must formulate learning methods, mark the places that we don't understand, and do the same.

Second, the teacher should focus on the key points in the classroom. Students use the various learning resources such as video to sort out the knowledge points, conduct independent learning, and actively communicate with each other. The teacher provides personalized guidance on the problems existing in the students. Teachers should provide counseling based on their learning ability and situation to ensure that students' problems are resolved. There should be more interaction between teachers and students, progress in discussion, improve learning efficiency, and establish correct ideological and political values.

Third, in daily life, teachers can also actively communicate with students through online tools, listen to the opinions and suggestions of students, and improve the content of the class in time. Encourage students to use classroom knowledge to solve problems in real life. Ask students more questions, encourage them to ask questions, and consolidate what they have learned. All in all, flipping the classroom has made a big difference to the traditional teaching model, which has improved the students' enthusiasm for learning. In the classroom, students learn independently, and teachers, students and students have a positive interaction. The teacher personally guides the students' learning situation, greatly enhances the students' interest, realizes the happiness and self-learning, and the students are no longer tired of learning. Emotions and the state of truancy.

References

- [1] Rong Y (2010). Implementing ideological and political education in university classroom teaching[C]// International Conference on Artificial Intelligence & Education. IEEE.
- [2] Jeong J S, González-Gómez, David, Ca?Ada-Ca?Ada F (2016). Students' Perceptions and Emotions Toward Learning in a Flipped General Science Classroom [J]. *Journal of Science Education and Technology*, vol.25, no.5, pp.747-758.
- [3] Gen-Hong Z, Hong-Quan L I, Ye Z, et al (2017). Exploration on the Reform of Classroom Teaching in the Course of Ideological and Political Education in Colleges and Universities [J]. *Journal of Hubei Correspondence University*.
- [4] Dickerson P S, Lubejko B G, McGowan B S, et al (2014). Flipping the Classroom: A Data-Driven Model for Nursing Education [J]. *The Journal of Continuing Education in Nursing*, vol.45, no.11, pp.477-478.
- [5] Ratta, Della C B (2015). Flipping the Classroom With Team-Based Learning in Undergraduate Nursing Education [J]. *Nurse Educator*, vol.40, no.2, pp.71-74.
- [6] Bonnes S L, Ratelle J T, Halvorsen A J, et al (2016). Flipping the Quality Improvement Classroom in Residency Education [J]. *Academic medicine: journal of the Association of American Medical Colleges*, vol.92, no.1, pp.101.
- [7] Hantla B F (2014). The effects of flipping the classroom on specific aspects of critical thinking in a Christian college: A quasi-experimental, mixed-methods study [J]. Proquest Llc.