

Practice Strategy of Higher Vocational English Turning Classroom Teaching under MOOC

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Abstract: With the gradual improvement of various scientific and technological levels in recent years in China, the emergence of MOOC has brought great development challenges and major opportunities to China's higher education. This paper will explain MOOC and combine its information technology advantages, propose to use information technology in the integration and optimization of educational information resources, and explore the MOOC-based Higher vocational English flip classroom model, aiming to promote the overall quality of English teaching in Chinese universities.

1. Introduction

Under the premise of continuous development and progress of computer and information technology, coupled with the promotion of new teaching concepts, MOOC and flipping classrooms have emerged and gradually received the attention and attention of the education community, and have been applied in college English teaching[1]. In recent years, as a hotspot of online education research at home and abroad, MOOC has played a significant role in promoting the smooth progress of college English teaching and improving the effectiveness of college English teaching. However, in the teaching practice, due to the short time of MOOC and flipping classrooms, the application experience of some teachers is relatively insufficient, which seriously restricts the development of MOOC and flip classroom teaching. Therefore, it is necessary to take measures to better standardize and guide the teaching of college English, so that the teaching mode of MOOC and flip classroom can play a greater role.

2. MOOC brief

2.1. MOOC concept and characteristics

MOOC, also known as MOOC, is an abbreviation for massive (large scale), open (open), online (online), courses (course), which refers to large-scale online open courses. Its distinguishing features are massive, open and online. In college English teaching[2], teachers can provide students with rich teaching materials through MOOC, build an open teaching environment, and also teach online, which is convenient for communication and interaction with students, and has a positive effect on the smooth development of college English teaching activities. .

2.2. Flip classroom concept and characteristics

The English for flipping the classroom is Flipped Classroom, which means that in the classroom teaching, the students watch the videos provided by the teachers before class, deepen the understanding of the teaching content, and effectively carry out communication and interactive activities in the classroom. The main teaching steps of flipping the classroom include pre-class preparation, classroom knowledge transfer, after-school review and consolidation[3]. The flipping classroom adheres to the student-centered approach and enables students to effectively integrate into the learning activities. Through independent learning, mutual communication and interaction, students can properly solve the problems encountered in learning and improve their knowledge application skills and teamwork ability. Flipping the classroom can also promote the transformation

of the role of the instructor, making them the designers and instructors of the classroom. On this basis, teachers can help students to answer the doubts encountered in the study, so that students can develop good study habits, thus promoting better results in classroom teaching.

3. College English flip classroom teaching mode application of MOOC

3.1. Transforming students into English to flip the subject of the classroom

Teachers are in the dominant position of the curriculum in the traditional English classroom, and the students are only passive in the learning process. Flipping the classroom effectively transforms the teaching model under the traditional thinking, further clarifies the position of students and teachers, transforms the teacher into the leader of learning, and transforms the student into the subject of learning. In a new social context, flipping classrooms using MOOCs has become a unique teaching model with its own advantages, which can maintain the variability and flexibility of knowledge acceptance in any space, enhance students' active participation, and increase the richness of resources. Sex. In this way, the MOOC-based Higher vocational English flip classroom model can enhance students' initiative and enthusiasm in learning English while motivating students to acquire more knowledge.

3.2. Strengthen students' turnover of classroom teaching

The traditional English teaching mode of the university is mainly based on the teacher's explanation. It is often influenced by the large class. The teacher's knowledge is limited and can't stimulate the students' subjective initiative and positive autonomy. With the reform of university courses, college English classes have begun to make extensive use of modern information technology[4], such as network and multimedia. While optimizing teaching resources, the students' self-learning ability has been strengthened, which has promoted the emergence of MOOC-based Higher vocational English flip classroom mode. . Teachers can use network resources to build a good language and culture background and learning environment, and lay a solid foundation for students to truly participate in the English classroom.

3.3. Improve English flipping classroom fun

Compared with the traditional teaching mode, the MOOC-based Higher vocational English flip classroom mode is different. It is no longer the original way of filling the ducks. Instead, it allows the students to accept the outline and focus on the new teaching ideas. This requires students to have a high degree of enthusiasm, teachers should stimulate students' enthusiasm for learning through a fun classroom. MOOC has improved the interest of college English flipping classes in the following two aspects: First, MOOC organically combines teachers and students and teaching platforms, enriching teaching resources, ensuring smooth operation, and improving traditional English through new forms. teaching. Second, MOOC changed the traditional single model and created interactive ideas. In the classroom, students are able to conduct benign interactions and carry out follow-up evaluations to form a new and more interactive approach that effectively emphasizes the student's subjective position.

4. Based on MOOC English flip classroom teaching mode application feasibility

Through the analysis of the previous article, we can know that this teaching mode is the perfect fusion of information technology and education. It is the product of the continuous development of modern education, and its teaching effect and scientificity have been verified. College English is very extensive and is a compulsory course for colleges. It is of great significance to improve the quality of college English teaching. Then whether the MOOC-based flip classroom teaching mode can be applied to the college English class[5].

First of all, from the perspective of teachers, college English teachers have relatively high academic qualifications, strong acceptability, fast speed, and younger age structure, and are more likely to accept new things. Relevant statistics show that about 10% of college English teachers

believe that their innovative ability is very strong, 60% of teachers believe that they have innovative consciousness and innovative ability, only about 13% of teachers believe that their innovative ability is poor. This shows that most college English teachers can adapt to this new teaching mode, and can realize the innovative teaching of college English according to the teaching characteristics of this teaching mode and the innovative teaching content of the English language system. In addition, most English teachers currently have information awareness and information technology, can operate computers independently, and the current development trend of higher education informatization is becoming more and more obvious, and teachers have the ability to carry out the teaching of flipping classrooms.

From the perspective of students, 90% of contemporary college students have computer operation skills, understand the network, understand the application network, and apply online English learning is not impossible. According to the relevant survey data, the college English teacher has a computer ownership rate of 100%, and the student personal computer ownership rate is 78.6% [6]. Only a few students said that they do not have a personal computer, but they can use the school's electronic reading room to watch videos through the campus network to obtain learning resources. . Finally, from the perspective of the teaching environment. In the traditional English teaching mode, multimedia technology has been gradually applied to carry out teaching. This teaching mode has a certain foundation, and the school has relevant hardware equipment, which is fully equipped to carry out this teaching mode.

5. Based on MOOC English flip classroom mode exploration

5.1. Emphasis on application building interactive tools

The biggest advantage of the MOOC-based flipping classroom is its own interaction, so the MOOC-based Higher vocational English flip classroom model should focus on the application and construction of interactive tools. First, MOOCs have generated features that can dynamically aggregate resources. Therefore, applying and building interactive tools requires emphasizing quality, obtaining feedback information in a short period of time, and managing subsequent processes. Secondly, MOOC should ensure the integrity of the interaction, and complete the functions of automatic scoring, tracking progress, and weekday training on the MOOC platform in an interactive state. These features can stimulate students' enthusiasm and initiative in learning English while increasing the fun of flipping classrooms. Third, teachers should guide students to communicate and communicate correctly while stimulating students to learn English. Flip the classroom to develop the problem of analysis within the class, form an initial online communication, let students and teachers discuss in this process, and then expand their knowledge.

5.2. Improve the design of English flipping classroom problems

Internalizing knowledge and enhancing learning efficiency should be the main purpose of the MOOC-based Higher vocational English flip classroom model. The key to enhancing the learning effect and improving the quality of the classroom is the design of the problem of college English flipping classroom based on MOOC [7]. First, integrate the superior resources in the MOOC network resource platform to form a good knowledge structure system and teaching objectives. Teachers should organize and summarize the content and knowledge points on the MOOC platform to design better teaching solutions. Second, we set a good goal through the reconciliation of multiple types of subjects. According to the differences in the personality of the classmates, the appropriate study group is divided, and then the students can complete the complex learning tasks together. At the same time, students can think independently in the teaching plan, summarize and summarize the knowledge they have learned, and effectively strengthen their English learning. Third, the problem design of the classroom should be based on the basic requirements of knowledge and ability, emotional attitudes, processes and methods in the teaching objectives. In the college English flip classroom, organic combination of these factors can effectively enhance the quality of teaching and teaching efficiency.

5.3. Rational use of teaching resources

Under the MOOC resource platform, college teachers can fully utilize the open characteristics of their platforms to obtain a large number of free comprehensive educational resources, and use these teaching resources reasonably in practical classroom teaching. First, teachers should screen resources on the MOOC platform according to the syllabus and continuously enhance the richness of classroom teaching content. Teachers should accurately master the study outline, and have strong English literacy, use their own advantages to locate and master the excellent resources of students to learn English[8], thus saving a lot of energy and time for students. Secondly, college English teachers should guide students to use the advantages of MOOC to learn English through recommendation methods, and also guide students to find learning resources related to the curriculum on the MOOC platform. This kind of guiding method can enhance students' enthusiasm and initiative in learning English while giving full play to the advantages of MOOC resources. Thirdly, teachers can also re-use the superior resources on the MOOC platform to deepen the students' mastery of English knowledge and stimulate students' memory ability, which helps to turn the classroom teaching smoothly.

5.4. Customized differentiated teaching plan

In the teaching of new units, teachers must do a good job of connecting old and new knowledge, gradually transform the teaching content, and correctly guide students to learn. After effectively attracting students' attention, they will present new knowledge to students, so that students can learn new unit knowledge. The content generates interest, and under the drive of curiosity, it generates motivation for learning and explores new units on its own. Edison once said that "interest is the best teacher." High-quality teaching is not about instilling knowledge, but to cultivate students' interest in learning and to inspire students to learn independently. Relevant research shows that if students can have an interest in a certain department, they will not only learn independently, but also pay more than several times to learn from other subjects[9]. The learning efficiency and learning effect will be greatly improved. However, due to the differences in the cognitive structure of students in the actual teaching, the basic level of English is uneven. Therefore, students are likely to have different opinions on the same knowledge point. At this time, teachers should play a good coordination function and help students correctly understand the knowledge points through correct guidance. Enable students to master the learning methods. On the other hand, through analysis, we can know that the MOOC-based flipping classroom teaching mode and traditional teaching have great differences in both the nature of the classroom and the teaching structure. In order to achieve the expected teaching effect, the teaching task layout and the teaching standard are set. It is necessary to combine the characteristics of flipping classroom teaching and the basic requirements of college English teaching. The task placement of learning should be determined to develop students' self-learning ability and help students to define their learning direction. In the setting of the teaching standard, not only the successful completion of the actual teaching tasks, but also the training of students' English application ability should be emphasized, and the students' learning situation should be tested to ensure the quality of college English teaching.

6. Guarantee English flipping classroom MOOC implementation recommendations

6.1. Change teaching ideas

According to the previous analysis, the MOOC-based flip classroom teaching mode is very different from the traditional teaching mode, and it has undergone earth-shaking changes in both form and nature. In order to effectively apply this teaching mode, teachers themselves must first change the teaching concept to adapt to this new teaching environment. The teaching concept influences the development of teaching activities and determines the teaching effect. Teachers should consciously update their own thinking, improve their knowledge reserves and levels, correctly understand the transformation of their functions, and play the role of a good guide.

6.2. Strengthen teaching monitoring

It is necessary to strengthen the teaching and monitoring efforts and improve the teaching design to ensure that students can fully watch video resources. Before entering the classroom teaching, the teacher should ask the students to submit homework and reports according to the video teaching content to verify whether the students have watched the video seriously, evaluate the students' viewing effect, and ensure that the flip classroom teaching can be implemented smoothly. Only by taking the necessary teaching and monitoring measures can we ensure that students can learn independently before the class, and this is also a prerequisite for implementing the flip classroom teaching.

6.3. Preparation before class

Pre-class knowledge tradition There are two situations for teachers. One is that the teacher is the user of the MOOC video rather than the producer. The other situation is that the teacher is the MOOC video producer and the user. For the teacher in the second case, it is both a user and a producer. Therefore, the advantages and characteristics of the teaching resources are better understood, and the MOOC platform can be better used to carry out the flipping classroom teaching. For teachers who are not producers, the video content cannot be changed. Teachers want to make better use of the MOOC platform to start teaching. It takes more thoughts to design the course. They first learn the video to understand the MOOC video production intention and understand. The effectiveness of the teaching process design to facilitate the teaching. At the same time, the video resources selected by the teachers must have certain applicability, conform to the content of the class, and can be well connected with the follow-up teaching.

6.4. Class knowledge internalization

Teachers should ensure the effectiveness of teaching, actively analyze and summarize the basic situation of students before class, summarize the problems with more questions and key knowledge that students do not understand, analyze the difficulty points of knowledge points, organize students to discuss in class, and answer them in a unified way. To help students solve the learning problems encountered in flipping classrooms. In addition, group teaching can be carried out in the classroom, allowing each group to evaluate each other. This is very conducive to the transfer of students' learning motivation. Students will see their achievements more seriously, regard their achievements as team achievements, and be more serious when they are learning independently in the flipping classroom.

7. Conclusion

In summary, the MOOC-based flipping classroom is integrated with modern English teaching to help students quickly grasp new knowledge, better remember English vocabulary, stimulate their autonomy and enthusiasm for learning English, and promote the improvement of college English teaching quality in China.

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