

Research on the Flipped Classroom Mode in the Teaching of Public Art Music Course

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Abstract: Flipped Classroom is a New Teaching Mode in Recent Years, Which Changes Teaching Before Learning into Learning Before Teaching, Students Become the Main Body of Teaching, and the Role of Teachers Also Changes from the Leader to the Leader. through the Application of Flipped Classroom Teaching Mode in the Public Art Music Course of Secondary Vocational School, the Author Discusses the Problems Existing in the Specific Implementation of Flipped Classroom Mode and Puts Forward the Improvement Measures.

1. Introduction

Flipped Classroom Was Initiated by American Teachers in 2000. in 2007, American Chemistry Teachers Adopted the Flipped Classroom Teaching Mode, Which Promoted the Popularization and Application of the Mode. This New Form of Education and Teaching Subverts the Traditional Teaching Mode. the So-Called Flipped Classroom is to Adjust the Order inside and Outside the Classroom, from the Traditional Teaching Mode of Teaching Before Learning to Implement Learning Before Teaching. Before Class, Students Watch the Teaching Video with the Help of Modern Information Technology to Form a Teaching Mode of Preliminary Cognition and Recording Problems. in Class, Teachers and Students Exchange and Discuss Relevant Knowledge Together and Strengthen Learning Results by Completing Homework. the Difference between the Flipped Classroom Teaching Mode and the Traditional Teaching Mode is Not Only Reflected in the Teaching Sequence. Flipped Classroom Has Changed the Single and Indoctrinated Teaching Mode in the Traditional Education. Instead, It is a Rich Teaching Mode, Such as Watching Video, Information Search, Classroom Display, Communication and Interaction. At the Same Time, This Kind of Teaching Mode Changes the Teaching Structure That the Original Teaching Work is All Concentrated in the Class into: Before Class, through the Assistance of Network Technology to Complete the Teaching of Knowledge, Encourage Students to Find Problems in Extracurricular Learning, Help Students Solve Problems in Learning and Complete the Process of Knowledge Internalization in Class. the Function of Teachers is Not Only to Play a Role in the Classroom, But Also to Guide and Assist Students in the Process of Finding, Analyzing and Solving Problems. as the Flipped Classroom Teaching Mode Has Not Been Popularized in China, Especially in the Field of Music Education for a Long Time, 128 Documents Have Been Retrieved through the Chinese Hownet with the Key Words of "Flipped Classroom + Music". It Can Be Seen That the Practical Research of Flipped Classroom Teaching Mode in Music Courses is Still in the Initial Stage of Application. the Key Words of "Flipped Classroom + Music + Secondary Vocational School" Are "Flipped Classroom + Music + Secondary Vocational School" [1]. Therefore, through the Practical Application of Flipped Classroom Teaching Mode, It Can Change the Boring Classroom Atmosphere and Improve Students' Interest in Learning. in This Regard, the Flipped Classroom Mode Should Pay More Attention to the Characteristics of Secondary Vocational School Students in the Implementation of Public Art Music Curriculum, and Take Effective Measures to Improve the Teaching Effect.

2. Analysis of the Characteristics of Secondary Vocational School Students

In the Background of College Enrollment Expansion, Junior High School Graduates Generally

Choose the Learning Channel to Go to Senior High School and University. Students Who Can Choose Secondary Vocational School after Junior High School Graduation Are Usually Forced to Choose Vocational School Because of Personal Learning Ability, Family Environment and Other Factors, in Order to Obtain a Survival Ability, Resulting in Low Learning Willingness of Students in Order to Achieve the Teaching Effect in Secondary Vocational Education, It is Necessary to Understand the Characteristics of Secondary Vocational Students and Carry out Targeted Teaching.

In the past, some students' learning ability was weak, they could not keep up with the regular teaching progress, and they were lack of targeted guidance, resulting in low learning efficiency and no systematic learning methods [2]. As hard work may not learn, is often the object of criticism, so that students do not have strong self-confidence, learning enthusiasm is not high.

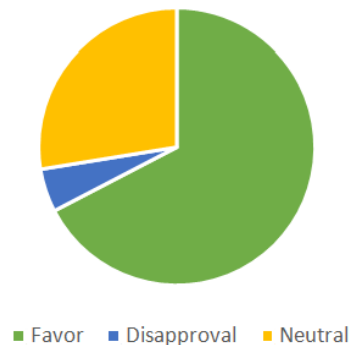


Fig.1 Recognition of Public Topics in Flip Mode

Some students are not interested in what they are learning, and their learning goals are not clear. They regard learning as a forced behavior, which leads to the characteristics of heavy playfulness, strong learning inertia, poor binding force and lack of organizational discipline. This part of students because of the past experience of criticism and education too much, but the psychological capacity is strong, love the limelight, the public show psychological quality is strong [3].

Secondary vocational school students are all 16-18 years old, most of them are only children, some of them lack effective family discipline,

In addition, they are in adolescence and rebellious period. Facing the external stimulation of wide information sources and many temptations in the Internet era, some students are in a blundering mood. Their energy is mainly focused on games, star chasing, fashion and even early love. They don't care whether they can complete their studies.

Although most of the secondary vocational school students have the problems of weak foundation, weak understanding and low interest in learning, they have the advantages of flexible mind, quick thinking, strong practical ability and easy to accept new things, which can play a role in the application of flipped classroom model and make up for the disadvantages. Public Art Music Course for secondary vocational school students, compared with the learning of cultural courses and professional courses, music course itself is much easier in the course content and teaching atmosphere, and students have less learning pressure [4]. In addition, most of the nursing students in Zhuhai Health School are girls, making full use of their interest in music and their sensitivity to new things. Before class, the obstacles for students to contact music in advance and experience music are relatively small. Combined with the active classroom performance, the music class can adopt the flipped classroom teaching mode, which is more acceptable and more tolerant Easy to reach the teaching effect.

3. Problems in the Implementation of Flipped Classroom

Because the flipped classroom teaching mode has broken the traditional passive learning mode of teachers' teaching and students' listening for a long time, there are still some problems that need to be run in and adapted in the early stage of using the flipped classroom mode.

The most prominent problem lies in the poor autonomous learning ability and learning interest of

secondary vocational school students, which can not cooperate well with the completion of related learning tasks arranged by teachers [5]. In the actual teaching work, some students didn't learn through the network platform before class according to the teacher's requirements [6]. Teachers in the classroom were still silent after asking questions, and shy students avoided the demonstration in the classroom. All of these make teachers face many obstacles in the use of flipped classroom model.

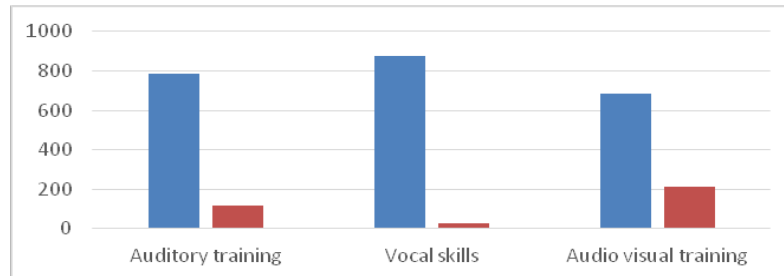


Fig.2 Number of All Kinds of Public Art Training

The students' ability of understanding and comprehension is not strong, and the ability of self construction of HowNet is weak. Students do not have the ability to master the key points of knowledge after learning the video before class, nor can they raise the questions expected by teachers in class, which makes the interaction in class return to the risk of traditional teaching mode.

Students' dependence on teachers and passive learning habits make teachers need to repeatedly strengthen the requirements of pre class video viewing, information collection and other learning tasks, and need to assign specific students to complete classroom interaction or demonstration in the form of arrangement, so that teaching tasks still have no form of task arrangement [7].

Students are not willing to communicate with teachers in the off class time through the Internet platform. There are generation gap between students and teachers because of their age. Students who have not yet experienced the society view things simply and from different angles. Students do not think that teachers are communicable objects at all [8]. In their eyes, and teachers are two parallel lines: in class, you teach you; after class, each walk. Teachers can not accurately grasp students' attitude to learning, the degree of knowledge and students' real ideas.

The matching accuracy of teaching evaluation and flipped teaching mode needs to be improved. Flipped teaching mode is also constantly adjusted in the attempt. The completion of students before, during and after class has become the main part of teaching evaluation. Due to the low degree of cooperation in the initial stage, the accuracy of teaching evaluation is also lacking.

The professional degree of teachers in video production and media application is not high, which also poses greater challenges to teachers' teaching tasks [9]. Because teachers are not all computer majors, they did not pay attention to video editing technology In the flipped classroom mode, teachers also need to learn more professional video editing techniques and network application skills because of the need to assign video learning tasks to students in advance.

4. Improvement Measures in the Implementation of Flipped Classroom

Understand the needs of students and guide them to adapt to the change of teaching mode and role. Flipped classroom also redefines the roles of teachers and students. Teachers completely dominate the main position of the classroom, and change it to students in the main position, and transfer the initiative of learning from teachers to students. In this role change, teachers should first lower their attitude, take the initiative to understand the real ideas of students and get close to their daily life. By chatting with students about the obvious and more concerned fashion information, students can get closer In the process of communication and teaching with students, we should give them full respect and gain their trust. Let students really feel the equal status of teachers and students. Learning is not a task, but a process of sharing with teachers. In this process, cultivate self-confidence in learning.

Accurately grasp the students' interest points, and design the teaching plan pertinently. At the

beginning, students are not adapted to the way of active learning. By setting the video learning content that students are interested in, students are attracted to watch the video actively. When selecting preview video materials, they also give some initiative to the students. They can choose their favorite music materials according to the requirements, and combine them with the course knowledge points to explain, which makes the students' interest and participation significantly improved. For example, in the section of explaining modern electro acoustic music, the song "stubborn", which Zhang Yixing and Wang Yuan both sang, was selected to fully mobilize the classroom atmosphere. In this process, students not only master the knowledge points of the course, but also can use the knowledge of electroacoustic music to share with friends when listening to other music after class.

During the guidance period, students should properly participate in the off-class learning and enhance the off-class communication and interaction. For learning difficulties caused by learning willingness but due to learning ability, in actual teaching, we can give full play to the advantages of serious learning attitude, properly participate in and give method guidance in pre class preparation, gradually cultivate learning habits, build learning ideas, enhance students' self-confidence and enhance students' participation through the way of "easy before hard". At the same time, it is easier for teachers to understand the characteristics of different students more accurately through the observation of students, so as to take different teaching methods in order to achieve the expected teaching effect.

In order to establish a learning group to form a driving role. Through the understanding of the characteristics of students, we can give full play to the advantages of students, so that introverts and extroverts, students with strong learning ability and weak learning ability can complement each other. For example, some students are good at collecting and sorting out music elements, some don't like making documents and performing for reasons. They can be good at collecting and making desk videos. Through communication, other students in the group can understand their learning intentions, and show them through other students' demonstrations to achieve complementary advantages. The process is also equivalent to the production process of a series of musical works, such as planning, directing, performing, etc. in this process, students not only master the knowledge points required by teaching, but also improve the ability of organization and management, coordination and cooperation and other comprehensive qualities.

5. Conclusion

Teachers themselves need to change their ideas and improve their learning ability. In the process of role transformation, teachers need to face up to the guiding and auxiliary roles under the flipped teaching mode, actively communicate with students, find and play the advantages of students. At the same time, for professional video production ability, is also in the process of continuous development of teaching methods, teachers should constantly self-improvement and self-improvement ability. Nowadays, students' self-learning ability in video editing is far beyond that of non professional teachers. Teachers can learn from students to improve their teaching level. Flipped classroom is a new teaching mode, which has an adaptive process for both teachers and students. First of all, teachers should adjust their mentality and establish an equal communication and mutual trust mode with students. In the process of teaching guidance, we should give more encouragement to students, cultivate their self-confidence, respect and fully believe in their ability of independent learning, give full play to their subjective initiative, and make them build their own knowledge network independently. Through the experiment in the public art music class, students' participation has been greatly improved compared with the traditional teaching mode. The shy students have enhanced the confidence of public speech by displaying their favorite music works. The boring class has become more active in students' interaction. Teachers can also give guidance according to the differences of each student. In a word, the use of flipped classroom in the actual curriculum has a great harvest for both teachers and students in the process.

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