

Researches on the Application of Flipped Classroom in English Professional Teaching

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Abstract: With the development of global informatization, education and teaching are becoming increasingly international, modern and high-tech. It has become a great mission of the whole nation to actively and steadily promote the education information process and comprehensively deepen the education and teaching reform. The idea and model of flipped classroom is attracting increasing more and more attention in key universities in Europe, America and China at present. Following the current trends and hot spots, in-depth and systematic research and practice are carried out to comprehensively deepen the education and teaching reform with a global perspective, which is of profound significance for the teaching of undergraduate and postgraduate English. Based on the author's learning and practical experience, this work firstly analyzed the advantages of flipped classroom teaching model, and then put forward the application countermeasures of flipped classroom in the teaching of English majors.

1. Introduction

With the continuous development of modern information technology, more and more new educational concepts are constantly impacting the traditional classroom. From distance teaching to multimedia teaching, people gradually feel the power of the information age. However, in essence, these teaching reforms are not very different from the traditional teaching model, or beyond traditional teaching [1]. At present, a new teaching model --- flipped classroom -- is in people's sight. From the Massachusetts Institute of Technology in the United States to ordinary primary and secondary schools, they have begun to actively try and practice the flipped classroom. Experiments show that students learn better in flipped classroom environment than in traditional classroom environment. In 2011, *The Globe and Mail* of Canada selected flipped classroom as one of the annual major technological reforms affecting classroom teaching [2-3].

2. Advantages of Flipped Classroom Teaching Model

2.1 Break through the space and time limitation of classroom teaching.

Flipped classroom breaks the time and space constraints of teaching, enabling students to participate in teaching at different times and in different places, and enable repetitive learning. Usually, the traditional classroom teaching is about 40 minutes per class, and the class is organized in a specific classroom. Suppose a student happens to be unable to get to the classroom for classroom teaching for some reason, or some students with weak receptivity or who are ill in hospital, and they are not able to master the teacher's classroom content for a limited 40 minutes [4]. At this time, flipped classroom can break the spatial-temporal limitations of teaching and help this group of students to conduct independent study at home.

2.2 Reconstruct the new teaching structure

College English education emphasizes the use of practical ability. However, most of the college English classes in China generally have the mode of "teacher teaching, students listening", and students' poor practical ability in listening, speaking, reading, writing and translating is widespread.

Classroom teaching only emphasizes the imparts of knowledge, but ignores the cultivation of practical ability. Teacher-centered classroom teaching mode is widely used, and students are always in a passive position. In terms of practical language ability, there is a big gap between the current situation of college English teaching in China and social needs, which needs to be filled by classroom teaching reform. The flipped classroom teaching mode shifts the teaching of ordinary classes to extracurricular activities. In class, students can become active implementers of learning through oral training, group discussion and other means. The comprehensive ability of students is well trained in class [5]. The teacher was transformed from the "actor" and "sage" who had been taught by the platform to the "director" of the teaching activities and the "coach" around the students, while the students were converted from the "audience" passively accepted by the original platform to Participants who actively participate in teaching activities. From "teaching first and then learning" to "learning first and then teaching", from "focusing on learning results" to "focusing on the learning process", from "teaching learning" to "teaching learning", not only can students improve their comprehensive English ability more easily, but also help to build a harmonious teacher-student relationship.

2.3 Highlight new teaching concepts

Flipped classroom can arrange different video according to the learning ability and interest of students, with students asking questions in class and teachers giving targeted guidance to different individuals, so as to realize hierarchical and personalized teaching in the real sense. It changes the teaching purpose and teaching strategy through the advance of knowledge transmission and the optimization of knowledge internalization. Thus, it realized the interaction of the Trinity - "teacher-student interaction", "student-student interaction" and "student and video interaction", which can solve the problem of low efficiency and low quality of college English classroom teaching.

3. Application Countermeasures of Flipped Classroom in English Professional Teaching

3.1 Analysis of learning subjects

The analysis of learning subject is the beginning of learning design. It is necessary to analyze college students and the subject of college English study. The analysis of learning subject is the beginning of learning design. It is necessary to analyze college students, the subject of college English study. Since flipped classroom subverts the traditional teaching methods and modes, it really sets up a student-centered personalized teaching model. The advantages of watching video and courseware before class enable students to have greater learning autonomy, and students can freely adjust the progress and pace of learning according to their own actual situation [6]. This can specifically cultivate students' new interest growth points, enable students to acquire personalized learning experiences, broaden students' extracurricular learning space, knowledge and international perspective, thus maximizing students' learning, research, practice and emotions demand, improve students' self-management ability, multiple thinking ability and logical reasoning ability. In task-driven flipped classroom, students can develop their decision-making ability, collaboration ability, executive ability, organizational ability, communication ability and innovation ability by presenting individual or group learning results in group presentations. In view of the informational context and big data background of flipped classroom, the prerequisites and environment for the successful implementation of flipped learning should first be considered. For example, some learners have some difficulties when using smart devices, and not everyone has personal devices for pre-learning. Therefore, in the face of this dilemma, schools should consider whether they can provide enough equipment to meet the needs of learners to learn.

3.2 Course design and content development

According to the teaching requirements of flipped classroom, the teaching content and implementation strategies of undergraduate and postgraduate English courses will be re-screened

and further organized for use in specialized flipped learning. These designs include that teachers need to choose suitable content and methods for learners to learn and learning strategies for subsequent improvement in classroom learning activities. Therefore, flipped classroom requires teachers to switch roles from lecturer and lecturer to motivator and motivator of learning. Teachers must have subject knowledge, interdisciplinary knowledge, practical knowledge and conditional knowledge [7]. Meanwhile, flipped classroom puts forward higher requirements for teachers. Teachers must make a good preparation in the aspects of educational philosophy, English practical skills, English education technology and English subject application, so as to adapt to the needs of the flipped classroom teaching mode, so as to meet the needs of flipped classroom teaching model. In fact, there are a large number of English course materials available for teaching on the Internet, from which English teachers can select some content generally applicable to undergraduate and postgraduate students for English learning, without the need for class one design. It is important to emphasize that, in the design of teachers or the choice of teaching materials, due to different schools have different English learning requirements for different levels of students, these videos for previous learning should be established in English teachers. Based on the analysis of the content that the object needs to master, the teacher also needs to explain what he is teaching when necessary. In this way, even students from other schools will have a clear understanding of the selected course materials to see if they are suitable for themselves.

3.3 Curriculum implementation and evaluation

In the flipped learning of undergraduate and postgraduate English, learners must complete the pre-learning, i.e. prepare the course online and offline. They can summarize the main points of the text or collect topics for discussion through this preview. In practical classroom teaching, teachers should ask questions according to students' preview content. For the key and difficult points in teaching, students can watch the corresponding video clips for several times, and discuss with teachers in class if they have any questions [8]. When problems are solved, teachers turn from knowledge imitators to problem guides, and students turn from simple learners to explorers. Therefore, teacher guidance is extremely important in flipped classroom. Teachers need professional training to help learners acquire creative thinking through independent learning activities.

The focus of course evaluation should include: first, whether students have sufficient or in-depth study in the preliminary preview; Second, the evaluation of the course performance mainly depends on whether the classroom teaching effect has reached the goal of the course setting. From the perspective of evaluation steps, through the online learning system, teachers can monitor students' independent learning status online at any time and give timely feedback to students, and integrate students' performance in the independent learning stage into the evaluation system. During the evaluation, teachers should treat the stage of memory understanding, application analysis and classroom comprehensive evaluation equally, so as to motivate students to actively engage in independent learning before class [9]. The survey is conducted from three dimensions of teaching attitude, teaching method and teaching effect. Such process assessment is helpful for teachers to reflect on the flipped classroom implemented and propose comments and suggestions for improvement.

4. Conclusion

Flipped classroom is of great significance in college English translation teaching. In the new period of educational development, college English translation teaching is changing. In order to meet the needs of college students and economic and social development and improve the effectiveness of English translation classroom teaching, colleges and universities must innovate and reform English translation teaching to strengthen the application of flipped classroom in English translation teaching. At the same time, they should also pay attention to the subjectivity of students, to improve the efficiency of English translation teaching, promote the good development and implementation of the teaching mode of the flipped classroom, and improve the overall level and

quality of English translation teaching in colleges and universities.

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