

Research on College English Flipped Classroom Teaching Mode based on Micro-course under the Background of Internet+

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Abstract: The "Internet + Education" proposal has promoted the in-depth integration of education and information technology in China. Furthermore, it has accelerated the progress of education reform and completely broking the previous teaching model to bring it into line with the times. In the context of "Internet + education", how to use the flip classroom-teaching mode in the college English class is an important issue for the majority of English teachers. This article will mainly interpret the basic content and cognition of "Internet + Education", expound the current situation and problems of college English traditional teaching under the background of "Internet + education", and then put forward the practice of using the "Internet + education" to use the flip classroom teaching mode.

1. Introduction

The all-round development of education is inseparable from the positive effects of information technology. The application of information technology has a revolutionary impact and requires high attention and attention from educators and experts. In the situation that information seems to be developing at a high speed, human society has pushed humankind into the era of "Internet +". Since the concept of "Internet +" was put forward, China has exerted a fierce impact on the operation and development of many traditional industries in China. The field has also been greatly affected. Traditional education has started a new revolution under the "Internet +" environment, and English teaching is an indispensable public foundation course in the university education system [1]. Therefore, how to realize English teaching in the "Internet +" situation? The construction of flipping classroom mode, further promoting the reform of college English curriculum, improving the level and quality of English teaching, and improving the mastery and application ability of students' basic knowledge of English have become a topic of great concern to scholars and experts.

2. The basic connotation and cognitive analysis of "internet + education" in the new period

The concept of "Internet + education" is mainly based on the consumption demand of the new generation group, through the essential attributes of the computer Internet itself to play the role of integration and optimization of Internet technology in the allocation of production factors, thus creating a new type of teaching ecology and form. "Internet + education" as a new type of education development model, under the conditions of the development of the times, "Internet +" has realized the organic combination with education, breaking through the traditional backward teaching form of our country, using artificial intelligence of computer technology as the development of teaching. Colleges and universities should promptly grasp the good opportunities of "Internet + education", further promote the high integration of information technology and college English teaching, not only to improve the quality and efficiency of English teaching [1]. But also promote the reform of education and teaching, effective allocation and Optimize educational teaching resources, integrate informational teaching forms into college English teaching, and become the new normal state of college English teaching flipping classroom mode under the situation of "Internet + education".

3. Conceptual definition

3.1 Micro Lessons

In 2008, David Penrose, a teaching designer at St. San Juan College in New Mexico, proposed the concept of "Micro-Lecture" and used "micro-courses" for teaching. Micro-courses are designed and developed based on micro-teaching videos as the main carrier for knowledge points (such as key points, difficult points, doubts, test sites, etc.) or teaching links (such as learning activities, topics, experiments, tasks, etc.). An online video course resource that is contextualized and supports multiple learning styles (Guan Zhongke, 2011). Teachers design and record video or audio within 1-10 minutes before class to guide students through the course materials and explore classroom-learning tasks. The short and precise of the micro-courses is in line with the changing rules of the learners' attention, so that students can learn a certain knowledge point or teaching link in the most concentrated time period, so as to obtain the most effective learning effect [2].

3.2 Flip the classroom

Flipped Classroom is a flip of the traditional teaching mode and the teacher's role. The previous "teaching after learning" mode (teacher class teaching → homework assignment → student class practice) is reversed to "learning after school". The model (complete the knowledge learning under the student class → the teacher-student in the classroom, the interaction between students and students → review under the student class); the teacher changed from a simple knowledge transferor to a scholar and scholar, and the student also became a passive recipient of knowledge. Active participants in learning activities [2,3]. Through a mix of online and offline learning to achieve better educational results.

3.3 The relationship between micro-courses and flipping classes

Micro-courses, as a visual teaching resource, can be used as an integral part of the flipping classroom. Flipping the classroom is to build existing knowledge and create new knowledge within the class. The relationship between the two is: micro-class is the basis for flipping the classroom; it is an important part of flipping the classroom. Which used, as a part of the self-learning part of the pre-class students to help them achieve a basic understanding and interpretation of the relevant knowledge points; and flipping the classroom is a micro-class natural extension is the consolidation, application and expansion of relevant knowledge points [3]. Flipping the classroom to make full use of the fun of micro-courses, play the advantages of repeatable play and easy operation of micro-course video, scientifically design classroom teaching, enhance teaching interaction, and achieve teaching goals.

4. Design principles of flip class based on micro lessons

4.1 The design principle of micro-class

The production of micro-class should have the following characteristics: the topic is novel and interesting; the teaching time is between 1-10 minutes; the teaching content should be less and fine; the teaching design is simple and beautiful, the structure is complete; teaching the video is not monotonous, dynamic and static, and illustrated. In addition, the content of the micro-course has both the explanation of the knowledge points, and some links of thinking and practice, so that the students can actively think, effectively act to absorb new knowledge, practice new skills, and solve new problems [4].

4.2 The design principle of flipping the classroom

The teaching design of the flipping classroom should have the following characteristics [4]:

- 1) The selection of teaching objectives are appropriate, clear and clear; the design of teaching activities is reasonable.
- 2) The teaching process are clear and complete, and the operability is strong.

3) The teaching methods are flexible and diverse, and the teaching methods are novel and effective.

4) Teaching evaluation are objective and effective.

In the flipping classroom, teachers should pay attention to cultivating and exerting the initiative of students' learning. Classroom teaching design should focus on cultivating students' ability to discover problems, think about problems and solve problems.

5. Status of micro-course application at home and abroad

Foreign studies on micro-courses started earlier. The terms related to “micro-courses” include Mini-course and Micro-lesson. The research content and research direction are diversified. In 1960, the Ayutth University affiliated school first proposed a mini-course, also known as a short-term course or course unit. In some schools in the United States, micro-courses have been used to replace the original classroom learning style, which has accelerated the development of micro-curriculum. It can be seen that the research of “micro-curriculum” has been paid more and more attention abroad. The micro-curriculum is mainly used for learning and training [5]. It has been widely used in classroom teaching in Europe and the United States.

Compared with foreign countries, although the research on micro-courses in China started late, in recent years, especially since 2011, domestic academic circles have paid more attention to micro-courses. At this stage, it has become a hot topic. The more Chinese education researchers More attention is paid to the research and development of micro-courses. As a useful supplement to the traditional classroom, the micro-course can not only help students learn new knowledge in advance, but also review and consolidate the learned content to meet the needs of students' individualized learning and on-demand learning [5]. However, how can the effect of micro-courses in English teaching in technical colleges and universities, whether it can stimulate students' interest in English learning, enhance students' self-learning and cooperative learning ability, enhance teaching effects, how to design micro-courses, how to make them, and teach in micro-courses there is no in-depth discussion on how teachers and students should do things.

6. The mode of using flip-up classroom teaching based on "Internet + education"

6.1 Students learn independently before class

To achieve self-learning before class, teachers need to guide and guide the direction, so that students can specify the specific content of the study. Therefore, students can fully develop their own learning plans and short-term and long-term learning goals based on their own learning situation and ability. In the face of some students' lack of self-knowledge and the inability to formulate a study plan, teachers should actively help. Combine the student's actual learning level, personal comprehension ability and daily learning style to assist him in formulating a very reasonable learning plan, learning test, learning reflection and personal study guide within his ability. Ensure that they are able to complete English learning efficiently and independently under the guidance of the study plan and achieve personal learning goals. In the context of the information age, both English learning and English teaching can be carried out by watching videos, and it has become one of the mainstream ways for students to learn and one of the important ways for teachers to teach. Before the class, the students allocate time to watch the teaching videos, and ask questions in the form of messages in the places where they do not understand [6]. The teachers and students discuss and form pre-school teaching feedback. This kind of communication is not limited to time, place and number of people, and it enables students to form an initial cognition of the learning content, understand the individual's learning situation, and find the error to correct in the first time. On the one hand, it is convenient for students to focus on learning in the classroom teaching; on the other hand, it saves the time of classroom teaching to a certain extent, and cultivates students' self-learning ability, thus ensuring that contemporary college students are in a highly scientific and reasonable English. In the learning environment.

6.2 Develop sufficient learning resources

Use the flip classroom-teaching mode in the college English classroom, and actively develop learning resources to ensure sufficient learning resources. Ample and abundant learning resources is the basis for the teaching of flipping classrooms and is a prerequisite. The learning resources mainly include pre-analysis of classroom teaching, micro-course video and teaching courseware related to learning content, and micro-practice content for students to consolidate knowledge. Using the flipping classroom in the college English classroom, the preliminary analysis of classroom teaching is the primary work. Based on meeting the basic teaching objectives, it is mainly responsible for dealing with the relationship between teaching tasks and individual analysis. In the university education stage, English has important significance and role as a compulsory subject [6]. Today society's demand for talents, mastery of spoken English and application skills are basic requirements. Therefore, in the college English class, it is important to cultivate the comprehensive English ability of contemporary college students, so that they not only have a solid foundation of English knowledge, but also have the ability to use English proficiency to communicate.

When organizing and producing learning resources, we should focus on the development trend of the times and social changes as a whole, respect the individual differences in levels and abilities between students, and broaden the applicable groups of resources as much as possible to ensure that students can use and accept learning resources. . In order to enhance the learning interest of the student group, the enthusiasm and innovation of contemporary college students to learn English will be greatly improved, and their comprehensive development will be promoted. In order to highlight the applicability and effectiveness of learning resources, the production of learning resources should ensure the accuracy of the subjects within the resources, and on the basis of ensuring the high quality of the content, shorten the time of learning materials and achieve a good and simple effect [6].

6.3 Combination of teamwork and independent inquiry

When running the flipping classroom teaching mode, college English teachers are required to actively guide students, encourage them to discover learning problems, analyze problems independently and finally solve problems rationally. Throughout the process, we constantly deepen our understanding and digestion of English knowledge, and absorb knowledge and master knowledge as soon as possible. Teachers always observe students, and when they step into learning misunderstandings, they guide them in the right direction [7]. As the communication between teachers and students is more frequent, students gradually form the ability of independent inquiry and innovation, and realize the overall development of the individual. College English classrooms are relatively free and often study in the form of teamwork, which is conducive to improving students' teamwork ability, promoting interaction between students and students, and exercising personal communication skills to a certain extent. At the same time, in the process of solving problems, listen to different ideas and opinions of others, enrich their knowledge reserves, and exercise their comprehensive ability. Teachers are appropriately involved in teamwork and give students appropriate guidance and comments.

7. The example of flip classroom based on internet micro-class in college English teaching

7.1 Micro-track recording

The teacher should design the content of the micro-video in detail. The teacher strives to introduce the background knowledge of the unit in 6-8 minutes, the language knowledge and skills to be mastered, and the tasks to be carried out in the classroom are clearly explained and arranged [7]. The specific recording can be carried out by using courseware, flash animation, drawing and drawing software, etc., and can be used by mobile terminals of smart phones or recording software such as Camtasia Studio.

7.2 The release of micro-courses before class

After the completion of the micro-courses, teachers can use the public English learning platform

on campus to publish micro-course videos. Through the sharing of teaching information, each student can access and acquire learning resources on the platform anytime and anywhere. During the process of learning, students can repeat the micro-course video, and can express their personal opinions and opinions at any time [8]. If you encounter problems, you can communicate with teachers and students online or by message.

7.3 Flipping the implementation of classroom teaching

After guiding students through self-learning micro-courses, teachers organize students to conduct special discussions in the classroom, and select appropriate classroom communication methods according to the teaching theme and student needs, such as: discussing cultural issues in the unit and debating, role-playing, dubbing competitions, listening training, etc.. That is to enable students to complete the process of “overturning” from the accumulation of English language knowledge to the creation of English language skills [6].

7.4 Teaching reflection and interactive communication

After the completion of the flipping class, the teacher should summarize and reflect on the whole process from micro-course to flip-table, and evaluate the learning effect of the students and arrange the after-school tasks. Students reflect and self-evaluate after class, and then complete the task of placement [8]. Teachers and students, students and students can continue to explore and research on the content and problems of learning on the communication platform, express their own views and opinions, learn together and make progress together. Teachers should adjust the content of the next class in a timely manner based on the results of these feedbacks.

8. Summary

In summary, the construction of the college English flip classroom teaching mode based on micro-course in the mobile environment is imperative, which can effectively improve the quality and level of college English teaching, and constantly conform to the development trend of the educational information technology era, thus satisfying the university. The actual needs of English teaching courses. Therefore, it is necessary to rationally design and plan the university flip classroom-teaching mode of micro-courses, and inject necessary innovation factors into the teaching mode. It is necessary to give full play to the application value of micro-courses and enhance the standardization and efficiency of the university's flip classroom teaching mode. At the same time, in order to solve the problems that students do not understand, teachers should patiently and meticulously answer, and encourage students to pay attention to the pre-class preparation, class listening and post-class reflection and other courses, to achieve the university English flip classroom teaching model's ambitious goals.

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