

The Importance of Project-based Teaching Model in English Teaching Reform in Higher Vocational Colleges from the Perspective of Flipping Classroom

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Abstract: Whether the application of the flipped classroom teaching model in Higher Vocational English teaching can promote the development of teaching. On this issue, the author explores the significance of project-based teaching mode in Higher Vocational English teaching reform from the perspective of flipping classroom. According to the survey, the flip classroom teaching mode can enable students to watch micro-lesson video before class to ensure the effect of knowledge imparting. Teachers value comprehensive training and respect individual development. The research results show that the application of the flip classroom mode can effectively mobilize students' interest in learning, enhance students' self-learning ability, and highlight the status of students' classroom teaching subjects.

1. Introduction

English is an important part of the higher education curriculum system [1]. At the same time, it is also a basic course for many majors. Under the background of deepening the reform of higher education system, we should take the lead in reforming the teaching philosophy, teaching content and teaching methods, and stay at the forefront of the times [2]. The core idea is to change the "from class to class" of traditional education to the "under-class to class" mode [3]. That is, before the class, the students learn the online courses prepared by the teachers through the online teaching platform, and complete the corresponding tests and simple operations [4]. In the classroom, teachers set questions based on test results, focus on discussion and solve problems, and then carry out class test and knowledge extension [5]. Flipping classroom is a revolutionary innovation to traditional teaching. It realizes the subversion of the teaching process of knowledge imparting and knowledge internalization, changes the roles of classroom and teacher, and enables students to obtain more high-quality educational resources by means of computer network [6]. Instead of relying solely on teachers to teach knowledge, teachers mainly guide students to use knowledge on the basis of understanding students. How to enable graduates to enter the workplace without being restricted by their English proficiency in choosing a job is an urgent problem to be solved in Higher Vocational English education and teaching [7]. However, the current teaching practice has proved that the popularization of the flipped classroom teaching mode is necessary for the reform of English teaching in Higher Vocational colleges [8].

2. Methodology

In recent years, the flip classroom teaching based on the Mu lesson has changed the disadvantages of traditional teaching and established the student-oriented teaching concept. However, there are still many confusions and problems in the process of realizing localized teaching in this new educational mode [9]. Students' learning of theoretical knowledge of foreign trade English correspondence course is not limited by time and space, and it solves the problem of individual differences and inconsistencies in learning efficiency between students' foreign trade knowledge and English proficiency. From the teacher's point of view, the quality of teaching videos produced by teachers themselves is not high, and it is difficult to arouse students' interest in learning [10]. However, with the promotion and promotion of the concept of quality education, the negative effects of teachers and students in the traditional teaching methods are not equal, the students'

participation is low, and the tired of learning is already showing up. It should not become the only way of classroom teaching. This requirement points out the direction for the reform of English teaching in higher vocational colleges in China, that is, paying attention to the cultivation of students' English proficiency, making English truly a basic skill and tool for students and improving their overall quality. Through the comparison of traditional teaching and flipping classroom teaching methods, flipping classroom teaching mode has a good effect on improving teaching effect, and has certain promotion significance in higher vocational colleges.

Turning the classroom as a means, only changing the teaching order, has increased the interaction between teachers and students and personalized counseling time. However, looking at the current situation of vocational English teaching in China, there are still a series of problems, which seriously affect the quality of English teaching in higher vocational schools. For teachers, teachers are required to change from the traditional classroom knowledge teaching to the targeted guidance and pioneering extension of students' learning. With the change of teachers' roles, teachers' new teaching skills are also challenged. Flipping the classroom also requires students to have strong self-learning skills. If students' self-discipline and self-learning ability are poor, flipping the classroom will inevitably flow into form. In order to achieve this goal, the constructivism theory and Scaffolding Teaching in traditional subject teaching theory have very high guiding significance, and can achieve ideal teaching effect when applied to English teaching in Higher Vocational colleges. The characteristic of flipping the classroom is to put the process of "teaching" out of the classroom and let the students complete the process of learning, sorting out, asking questions, discussing and solving puzzles independently. Teachers, as a guide, participate in the whole process of "learning" equally with students in the flipped classroom.

3. Result Analysis and Discussion

The traditional English classroom teaching in higher vocational colleges mainly adopts the way of teachers' speaking and students' listening in the classroom. Students are mainly in the position of passive acceptance in the teaching process. Compared with other online resources, Mu Course has the advantages of fragmented knowledge, many famous teachers resources, classroom exercises, after-class testing, homework submission, automatic marking of objective questions and interaction. And teachers can use the recording function to intuitively understand whether the students' autonomous learning occurs before class and the specific learning situation, which can help teachers to intervene the students who have not completed the autonomous learning before class. Teachers can make micro-courses themselves, or select appropriate videos in the excellent public resources such as China's national quality courses and open students' courses as pre-school learning videos to be posted on the teaching platform. Due to the individual differences between people, the "filling duck" knowledge transmission does not achieve the expected teaching effect. Learners need to combine the past learning foundation and experience accumulation, and use their own unique ways of thinking to construct a system of cognition of new knowledge through the process of knowing, analyzing, judging and absorbing.

As far as the current situation of English teaching in higher vocational schools in China is concerned, the overall teaching results are low, and there are still a series of problems, which restrict the orderly development of English teaching activities in higher vocational schools. Compared with the traditional classroom, students have the opportunity to find a suitable learning method and explore the learning skills. The production of teaching videos requires teachers to have higher information literacy and better computer application skills. Therefore, in teaching activities, learners actively construct the meaning of information and social interaction is the source of their learning. This student-centered teaching method can make students become the main body of learning from beginning to end, change "passive teaching" to "active learning", greatly stimulate students' enthusiasm for English learning, thereby improving the effectiveness of teaching.

4. Conclusions

To sum up, in English classroom teaching in Higher Vocational colleges, the application of flipped classroom can effectively arouse students' interest in learning, highlight the dominant position of students, urge students and teachers to establish a close relationship, use information technology to assist teaching activities, while guiding students to learn English knowledge, improve self-learning ability and practical ability, and develop good English quality. Raise. After flipping classroom practice and changing teaching mode, students have a sense of novelty, which in a sense stimulates interest in learning. Guiding students to learn independently and inquiry by means of teaching platform, and enhancing students' sense of self-responsibility. Through collaboration, the students' emotional friendship has been enhanced, team spirit has been cultivated, and the teaching effect has been improved to some extent. The situational task of teaching integration is to turn the classroom teaching mode to take students as the main body and implement teaching. Students can actively exert subjective initiative, master knowledge, use knowledge, gain pride and satisfaction, and arouse their interest in learning. Develop study habits. It is believed that with the continuous exploration and practice of the high school English flip classroom teaching mode based on MOOC, it will promote the overall improvement of the efficiency of English classroom teaching in higher vocational schools.

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