

Exploration on the Application of Flipped Classroom in College Basic English Teaching from the Perspective of Micro Class

Ziling Wu, Xing Huang, Shuangui Han

Hainan Vocational University of Science and Technology, Haikou 571126, Hainan, China.

Fund Project: Higher Vocational Practical English Audio – visual Speaking Teaching and Practical Research Based on Output Guidance Method (POA) ——Taking micro – class production as an example Project No. : HKJG2020 – 01.

Abstracts: Micro class, as the name suggests, is a micro course. It is a teaching video mainly focusing on refining knowledge points, presenting learning theme, learning scope and related materials in a fragmented way. In the light of its unique characteristics, for example, the length of the course is characterized by the short, the content takes the essence and its dross as the main content and the situational theme is the main form of teaching. This will not only help students better focus, improve their learning efficiency, and plan their learning goals, as well as improve their interest in learning, in order to make teachers help students develop their own learning strategies, reflect on teachers' teaching methods, and guide students to achieve better results.

Keywords: Micro Class Perspective; Flipped Classroom; College Basic English Teaching; Higher Education

1. Introduction

In the new era of education, the independent learning of college students has become a general trend. Therefore, flipped classroom teaching mode is gradually introduced into the basic teaching of university. It mainly uses the teaching experience of micro class, which enables students to learn independently and raise questions. It creates an opportunity for interactive communication among students to stimulate students' logical thinking ability of independent thinking. This teaching mode has become more and more feasible in the current basic classroom of University. It directly avoids the students' over reliance on the lazy teachers, and makes the roles of teachers and students change each other, so as to change their position to think to get more learning responsibilities.

2. Advantages of flipped classroom teaching mode in college basic English teaching

2.1 Based on micro class, teaching knowledge is refined

College English is an advanced form of high school English. It not only loses the supervision of high school education, but also requires students to have strong self-learning ability and self-discipline ability. Therefore, before the beginning of the course, teachers take the initiative to study in advance from the perspective of micro class. In this way, it can not only promote students' effective autonomous learning, but also keep a clear attitude towards teaching objectives and teaching contents and make preventive preparations for breaking through difficulties.

2.2 Helping students get more real learning experience

Flipped classroom focuses on the practice of communication between students, and its significance helps the communication between students and teachers better. College students have self behavior problems. Flipped

classroom helps students to recognize their true self in the classroom, and get the most effective suggestions from the feedback of teachers and students, so as to correct the shortcomings, improve their own advantages, and obtain effective learning experience.

3. Problems in the introduction of flipped classroom teaching mode in college basic English teaching

3.1 Wasting teachers' research time and testing their ability of making

It is a serious and difficult thing for teachers to prepare for lessons. Teachers need to make the micro class video of this class according to the characteristics of students and the teaching progress. But it is worth noting that not all students can fully understand the content of the micro lesson video knowledge points. Therefore, teachers may need to make video through fine pictures, logical rigorous speech, which requires testing teachers with excellent computer technology, otherwise it will waste teachers' preparation time, not worth losing.

3.2 Parasites that is easy to produce in the teaching group

Not all teachers will prepare the micro class video of each course. Some teachers who have their own moral character are often to save time to choose small video on the network, even a random video on the network that has not passed professional certification. Such a teacher will only use his teacher's majesty to harsh students to learn knowledge points he did not explain, reduce the role of teachers in the classroom, and cause students' dissatisfaction, which reduce students' interest in learning, and affect the image and reputation of the school.

4. Strategies of introducing flipped classroom teaching mode into college basic English teaching

4.1 The use of situational, vivid teaching to help students better understand

Most of the modern university courses are boring textbooks. Because the teaching materials of university courses are all aimed at adults like college students, the most lack of interest in university teaching is interest, especially in the subject of English. English is a subject that requires students not only to master thousands of prototypes of words, the changing forms of words, etc. , but also to master 16 kinds of changing tenses, which puts pressure on students. Moreover, English as a compulsory subject in university, students also need to master the necessary vocabulary of professional courses, which is undoubtedly worse for the students who have just entered university life.

Therefore, using the flipped classroom mode from the perspective of micro class in college basic English teaching, we can make appropriate use of graphic videos, such as animation, animation and other characters that attract and are loved and well known by students to elaborate words or grammar. For example, if learning the past future tense, teachers can use some animation elements to vividly explain the concept, structure, translation and application of the past future tense. The most direct advantage of this model is that it is vivid and clear. For another example, teachers can also use some interesting stories, such as some classic fables, to explain the changes of English grammar or words. This kind of teaching method breaks through the boring of the original classroom, plays the role of teaching assistants, and helps students to remember first. In other words, this is situational teaching in education. Teachers can use all kinds of interesting and strange sounds and contents to attract students' attention, and mark some words and grammar that are difficult to understand and master with the heavyweight characters in the animation, just like breaking through the barriers and playing monsters in a game. Let the students feel the fun of learning, stimulate the students' cerebral cortex, and use the animation image to force the students to remember.

4.2 Teachers should be clear about their own position, and cannot be objective oriented

The significance of flipped classroom is to let students become the leading person in the classroom and the central person in the class, so as to establish students' self—confidence and learning goals in learning English. However, it is difficult for university teachers to put themselves in a correct position, because they are used to playing the role of teaching and solving doubts rather than listening.

Therefore, the flipped classroom model from the perspective of micro class in college basic English teaching needs teachers to be prepared for the role change. In other words, we need to let students take a certain initiative. The purpose of micro class learning before flipped classroom is to make up for the unfamiliar grammar knowledge, read the obscure words and make up for the forgotten knowledge. The main purpose is to stimulate students' learning enthusiasm. So once the role of teachers still retains the original traditional role of preaching, flipped classroom teaching is meaningless. Therefore, in this process, teachers should take the initiative from the classroom into the role of listeners. For example, students can tell a lesson and retell the key content of the lesson in their own words by using the micro lesson video they watched in advance. Or, the teacher can first summarize some of the correct key contents of this lesson, that is the teacher can choose to tell some wrong knowledge points, and then let the students actively ask questions. Teachers need to respect students' views and ideas, teachers need to make elaborate courseware preparation, carefully observe each student's speech and behavior, and observe the students' expression, in order to determine which students really master. This is to let all students absorb new knowledge in class, to improve learning efficiency and learning initiative. The teacher's role as a listener is also to prevent students from feeling frustrated and losing interest in learning and sense of achievement when they absorb knowledge.

4.3 Training students' learning initiative to help them get follow-up teaching content

Everyone has their own personality. The difference between good students and poor students cannot be judged by their grades. That is, not to say that all the students with poor grades are not hard-working. Many students cannot focus on the knowledge points after the initial knowledge points are not understood. Flipping the classroom does not guarantee that each student can keep up with the progress of micro class.

Therefore, using the flipped classroom mode from the perspective of micro class, teachers need teachers to help students simplify the main contents of learning in advance, remove redundant and miscellaneous trivia, and turn over the core content as the basis of micro class. This also means that if students do not learn the curriculum content in advance, then it is very likely that they cannot integrate into the group. This will give students psychological pressure.

5. Conclusion

Through the introduction of flipped classroom model, it can effectively help students to establish correct learning behavior, learning objectives, as well as learning enthusiasm and active thinking ability. Let students and students, students and the classroom have better interaction, which is convenient for teachers to better manage students, and for students to better understand their current learning dilemma. In other words, college basic English teaching should vigorously support the promotion of flipped classroom from the perspective of micro class, so as to better help the school's educational progress, students' learning efficiency, teachers' educational development, and guide individuals and groups to achieve more ideal goals.

References

1. Xu Y. Analysis and application of key factors in flipped classroom under the "Internet plus" —Taking ERP sand table course as an example. *Journal of Multimedia and Network Teaching in China* (first part) 2019; (9): 3—4.
2. Chen J. Pre class task design of flipped classroom based on micro class from the perspective of ARCS Model—Taking the course of "fundamentals of management" in open education as an example. *Cultural and Educational Materials* 2017; (30): 195—196.
3. Wu L. On the application of flipped classroom in college basic English teaching from the perspective of micro class. *Chinese Journal of Multimedia and Network Teaching* (first part) 2020; (1): 185—186.