

Research on the Combination Strategies of Flipped Classroom and College English Informatization Teaching

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Abstract : For a long time, my country's teaching methods have always been based on teachers, while flipped classrooms have focused on students, allowing students to learn independently and discuss problems with classmates. This learning format breaks the traditional university traditions. English teaching mode. The introduction of flipped classrooms has effectively improved the status quo of college English classrooms. At present, many colleges and universities in China are using this model. This article focuses on the integration of flipped classroom and college English information teaching to carry out a detailed analysis, finds the problems in the practice process, and proposes feasible strategies.

Keywords : Flipped Classroom; Informatization Teaching; College English

China is now in an era of rapid technological development. This background provides excellent technical support for college English informatization teaching. The flexible and active teaching process of the flipped classroom has changed the role of teachers and students for a long time, allowing students to participate in the curriculum to the highest level. At the same time, the curriculum model and university management model have been changed. Students can independently plan the content and progress of their studies, which improves their autonomy and is more conducive to cultivating comprehensive qualities. In order to achieve a more ideal teaching effect, teachers need to implement the integration of flipped classroom and college English information teaching to ensure the all-round development of college students.

1. The current status of college English teaching

1.1 Backward teaching concepts

In the teaching process, the teacher always plays an important role, and the initiative of the students has never been paid attention to. Such backward educational concepts do not match the current diversified educational needs. Nowadays, many college students have not established a solid foundation in English. If the traditional teaching methods are used all the time, it will dampen students' confidence in learning this course, and it will be difficult to improve students' learning initiative and enthusiasm, plus the English learning process. It's very boring, and I can't get the guidance of the teacher when I encounter knowledge points that I don't know. The final result is that the students give up the English course, which greatly affects the teaching effect.

1.2 Insufficient teaching interaction

Under the traditional teaching model, English learning is carried out in the classroom. The time for a class is about 40 minutes. Teachers need to complete their own teaching plan in just 40 minutes. The model adopted is that the teacher uploads knowledge in the classroom, and the time for the students to study independently is carried out after class. Therefore, the interaction between the teacher and the student will be much less. Over time, the teacher does not think that student interaction is necessary. Of course, the teacher's explanation is indeed very important, but the students' independent thinking ability is just as important. If the student just listens to what the teacher says, and does not take the initiative to think, if things go on like this, the student will lose the ability to

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learn independently, the learning effect will not be improved, and the self-learning ability will not be improved. The combination of flipped classroom and information technology has increased students' interest in learning, changed students from passive listening to a dominant position, improved their learning initiative to a certain extent, and finally achieved the purpose of enhancing learning effects.

2. The necessity and advantages of the combination of college English informatization teaching and flipped classroom

2.1 The necessity of combining college English information teaching and flipped classroom

After analyzing the practice of English teaching in Chinese colleges and universities, we got the result that the informatization level of college English teaching is not up to the standard and is in a low state. Such a level is not conducive to improving the quality of English teaching and teaching. If you want to change this status quo. First, colleges and universities should put the informatization teaching of English as the focus when formulating teaching plans. The plans are implemented one by one, and problems should be dealt with in a timely manner to escort the smooth development of the overall teaching work.

2.2 Advantages of combining college English informatization teaching and flipped classroom

2.2.1 Guiding advantages of information teaching

The continuous deepening of information technology teaching has changed the teaching concepts, learning atmosphere, and learning methods under traditional teaching, and accelerated the progress of teaching reform. Flipped classroom can help students develop good independent academic ability and habits. In the actual course, we must first understand the students' interests and hobbies, combine them to formulate scientific learning goals for students, and let students use the information platform before class preview in advance, pay attention to communication and interaction with students during lectures, adjust the pace of class reasonably, know the weak links of students, and explore English problems together. Teachers and students influence each other, complement each other, and make progress together.

2.2.2 Conducive to enriching teaching resources

Under the traditional English teaching model, teaching resources are limited. The teaching resources in developed areas are very abundant, and the educational resources in remote areas are quite scarce. The excellent teaching resources are usually available only in urban schools with good resources. The uneven distribution of educational resources has resulted in a limited range of applications of high-quality educational resources. It is difficult for universities in remote areas to access high-quality educational resources. To a certain extent, such a distribution method is not very fair. The teacher's teaching level has stagnated.

Online course teaching is based on a network platform as a medium, suitable for various network environments, and a platform that provides services for teaching and scientific research activities at the same time. It is designed for efficient completion of teaching goals. Teachers can learn more advanced educational concepts and teaching methods through this platform. When the teacher's own teaching ability is improved, teaching students can achieve twice the result with half the effort. Not only teachers can learn through this platform, but also university students can use this platform. Students can learn top domestic learning resources on this platform, and even learn foreign information knowledge. Teachers and students can make progress together, and finally achieve. The purpose of improving the quality of English teaching.

3. The strategy of combining flipped classroom and college English information teaching

3.1 Increase emphasis and change teaching concepts

If we want to carry out informatization construction across the country, there are still many problems that we need to solve. The one link that needs to be solved urgently is: Colleges and universities are still using traditional education concepts, and education departments are not aware of the backwardness of traditional concepts. Under the circumstances, it is difficult to promote informatization teaching. Therefore, changing the mind is the first step to combine the flipped classroom with college English information teaching.

Relevant departments of the Ministry of Education should promote advanced teaching concepts. Colleges and universities receive such concepts and convey them to college teachers. Only through the tripartite collaboration of the ministry of education, universities and college teachers can innovative thinking and novel teaching methods be implemented into teaching work. Designing an information platform and maximizing the role of this platform, combining the two, can lay a good foundation for the quality of English teaching in Chinese colleges and universities.

3.2 Improve the information platform of English teaching

Teachers can upload their lecture videos from time to time through the English teaching information platform. Students can also watch the videos to learn independently according to their own schedule. After students complete the task of listening to the class, they can answer questions based on their listening progress. This way of lectures can avoid the inability of students to concentrate during the course of listening to the lectures because of the large number of courses that are described at a time.

Through this platform, students can learn in real time, accelerate the learning progress of the course, break through the operational problems of time and space in traditional education, arrange their own time and learn independently, so that students can improve their learning ability in the shortest time learn more English knowledge inside, and the learning efficiency has been improved.

Through practice for a period of time, we have found that the construction and application of English informatization platform provides different ideas and different teaching models for college English teaching, laying a good foundation for the smooth development of college English courses, and it can be used nationwide in the future. More colleges and universities promote this teaching method and allow more teachers and students to participate in the reform. The prospect of English information platform is promising.

3.3 Make full use of multimedia information technology

Multimedia informatization technology is the carrier of informatization teaching. It has been widely used in English teaching in colleges and universities or in other disciplines. If college teachers want to use the informatization teaching platform proficiently, they must first learn to use multimedia informatization technology. After analyzing the data of the application of multimedia information technology in many universities in our country, it is found that not all university teachers can use this platform proficiently. The operation level of university teachers is uneven, which will affect the flipped classroom and university English informatization teaching follow-up implementation. Therefore, if we want to see the effect of flipped classroom and college English informatization teaching improved, we must first require college teachers to be fully proficient in the operation of multimedia informatization technology, so as to optimize the overall teaching of college English.

4. Conclusion

The integration of flipped classroom and college English information teaching has broken the shortcomings of traditional education, and is more in line with the thinking mode of young people now. It allows students to actively integrate into the classroom environment and get a good sense of experience in learning. Teachers also able to achieve their ideal teaching goals. Judging from the current teaching practice in my country, there are still many problems in the combination of flipped classrooms and college English information teaching, such as: backward teaching concepts, inadequate construction of colleges and universities informatization platform, and teachers' operations are not so easy to operate. It must be based on specific optimization strategies can be made for the problems existing in the specific implementation, so as to truly improve the application effect of flipped classroom in college English teaching.

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