

The Feasibility Analysis of the Application of "Flipped-Classroom" Teaching Model in Higher Vocational English Teaching under the Background of Information Technology

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Abstract: Based on the advantages and disadvantages of the traditional teaching mode and the flipped classroom teaching mode, this paper makes a simple analysis of the current situation of English teaching in higher vocational colleges, and combines the modern artificial intelligence technology and network technology to analyze the feasibility of the application of the "flipped classroom" teaching mode in English teaching in higher vocational colleges under the information background from multiple levels.

Keywords: Vocational English; Teaching Mode; Flipped Classroom; Feasibility Analysis

1. Introduction

In learning English, the development of AI technology has made the learning mode more diversified. Under the background of comprehensive computerization, English teaching methods in higher vocational colleges are facing reform. If the flipped classroom teaching mode is suitable for English teaching in higher vocational colleges, it is necessary to analyze its practicability.

2. The important role of flipped classroom teaching model in English teaching in higher vocational colleges

2.1 Helping to improve teaching quality

Since higher vocational colleges are mainly important units for cultivating talents suitable for social development and application, higher vocational colleges should respond to the needs of social development and talents by emphasizing their own academic characteristics and adopting the educational method of combining theoretical education with practical education. Traditional educational concepts and models have far-reaching limitations on teachers. At present, in higher vocational English education, teachers use the traditional "cramming" teaching mode, focusing on narration. The content of education is limited to the content of textbooks, which leads to the instability of students' interest in English learning, and thus affects the quality of English teaching in the classroom. The application of reverse classroom teaching mode can guide teachers to actively change the traditional teaching concepts and methods, change the boring teaching methods in the past, and finally improve the quality and efficiency of English teaching in the classroom.

2.2 Facilitating the optimization of teaching resources

With the development of science and technology, we have come to the information age. Computer and network technologies have accelerated the reform process in various fields of society. The application of flipped classroom teaching mode will help promote the construction and transformation of digital information campus and innovate the traditional teaching mode. Professional English is taught in the classroom based on the reverse classroom teaching mode, which eliminates the constraints of time and space. With the help of the network platform, teachers can share textbooks with

students, so that students can use the scattered time to learn English, thus improving the efficiency of English learning.

2.3 It is conducive to the formation of students' autonomous learning habits

As we all know, students in higher vocational colleges are lack of autonomous learning ability, and English learning ability is the worst in all disciplines. In addition to the students' poor English foundation, the reason is that they are not active enough in learning English. The flipped classroom teaching mode focuses on students' autonomous learning, supplemented by teachers' classroom analysis and problem solving. The application of this teaching mode requires students to consciously complete English learning. In order to complete the learning tasks assigned by teachers on time, students will turn to AI products and English learning platforms for help. This learning process helps students gradually develop the habit of autonomous learning. Such learning habits can even benefit students after graduation and even for life.

3. Current situation of English teaching in higher vocational colleges

3.1 Traditional teaching mode "cramming"

At present, the "cramming" teaching mode, in which teachers dominate the classroom and students passively accept knowledge indoctrination, is still the English teaching mode used by most vocational schools in China. Such teaching mode has been applied in so many higher vocational schools all the time, and has accumulated profound experience in practice, but it still can't let people ignore the defects of its low teaching quality. Especially in this information age with developed Internet, for higher vocational students who lack self-control and are hard to concentrate for a long time, their boring teaching mode can not only improve students' interest in learning English. On the contrary, it will gradually erase their passion for college life when they first entered the university, gradually produce rejection and disgust towards learning English.

3.2 Flipped classroom teaching mode "self-study"

"Flipped classroom" is a new "self-study" teaching mode in recent years. It uses "screen recording software" of modern science and technology to help absent students make up for lessons. After recording PPT textbooks and voice on the video, with the support of artificial intelligence technology and network technology, students can complete their own learning through computers or smart phones after uploading them to the network. The introduction of this educational model will greatly improve the current English learning status of vocational college students. It is completely different from the traditional "cramming" education mode, which is mainly taught by teachers, and returns the learning plan to students. This learning mode is flexible and popular among students. It combines AI and network technology products that students are interested in, so that they can improve their learning progress according to their English level. The time for learning English is also more relaxed, which increases students' interest in learning.

4. Feasibility analysis of the application of "flipped classroom" teaching mode in English teaching in higher vocational colleges

4.1 Student level

Today's college students are born in an era of rapid technological development. They originate from the update and iteration of various AI products and network technologies. Therefore, for them, the classroom is dominated by the teacher. The teacher says that the traditional "cramming" teaching mode may have some effect at the beginning of the school year, but after this stage, students will enter a boring period. At first glance, this kind of teaching method will seem particularly boring. Without intervention at this time, students will eventually lose interest in learning English. The flipped classroom teaching mode, which focuses on students' autonomous learning and is assisted by AI products and various learning software, is very attractive to these students. Therefore, from the perspective of students, it is obviously feasible to adopt flipped classroom teaching mode in English teaching in higher vocational schools.

4.2 Teacher level

Traditional teaching methods are mainly teacher-centered, but the requirements for English teachers in higher vocational colleges are not high. Teachers only need to prepare courses according to the content of textbooks and tell them to students in class. However, in the flipped classroom teaching mode, teachers have changed from the dominant position to the leading role. After returning the dominant position to students, students must be provided with learning materials, such as electronic videos and electronic textbooks. The creation of these learning materials is very important. The professional convenience and popularity of the use of information products have also improved. Moreover, it has increased the demand for teachers themselves and indirectly promoted the improvement of teachers' professional skills and the ability of freshmen to use information technology. Therefore, as far as teachers are concerned, it is also feasible to apply the flipped classroom teaching model in English teaching in higher vocational schools.

4.3 Hardware facilities

Times are changing, and school conditions and facilities are changing in all aspects. Even smart phones and handheld computers can already be used by one or more people. Their functions are so powerful that they surpass all previous electronic products for learning. From the initial chalk blackboard to the present, the classroom is equipped with a multimedia control system, a projector, speakers, LED electronic screens, and sufficient hardware infrastructure to implement the inverted classroom teaching mode.

4.4 Software foundation

The flipped classroom teaching mode returns the initiative of learning to students, which is actually equivalent to a mode in which students learn English by themselves. In this information-based context, there are many English learning software that can help students learn independently. For example, the software for practicing listening includes "VOA Special English"; The software for practicing oral English is "Ruisibo"; The software for practicing reading includes "Easy School"; The software for practicing writing includes "Akaso" and so on. In addition to various learning software, there are more corresponding learning programs for students to use more conveniently.

4.5 Enriching English teaching resources and carrying out efficient video teaching

The traditional English education based on theoretical knowledge is not attractive to students, and can hardly make students interested in English learning, let alone improve their ability to use English. Therefore, teachers can create and use interesting and practical video teaching courseware around innovative English teaching materials. When making video courseware, teachers should take into account students' acceptance and hobbies, so that the educational courseware has a strong attraction for students and can attract students' attention, so as to ensure the smooth progress of educational activities.

5. Conclusion

The traditional English teaching mode in higher vocational colleges has experienced ups and downs for many years. Although it has its advantages, its dull and rigid teaching mode is no longer applicable to the current information age, and teaching reform is an urgent matter. This paper analyzes the use of flipped classroom teaching mode in combination with contemporary developed artificial intelligence and network technology, which can also efficiently solve the teaching problems of high and low English proficiency and low learning interest of vocational students.

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