

Discussion on Flipped Classroom Teaching of Ideological and Moral Cultivation and Legal Basis in Colleges and Universities

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Keywords: flipped classroom “basic course” case teaching mode

Abstract: the case teaching of “Ideological and moral cultivation and legal basis” (hereinafter referred to as “basic course”) is one of the important contents of “basic course”. Compared with the traditional teaching mode, the flipped classroom teaching mode is an innovation. Based on the flipped classroom teaching mode, this paper constructs the design idea of the case teaching of basic courses, and summarizes the problems that should be paid attention to in the flipped classroom, so as to promote the discussion of the new mode of the case teaching of basic courses.

1. Introduction

Flipped classroom teaching mode has been widely recognized in the world, and case teaching method plays a very important role in the teaching process of basic course. This efficient teaching mode of “learning before teaching” is undoubtedly an innovation compared with the traditional teaching mode of “speaking before learning”.

In order to improve students' ability to explore, innovate and solve problems, we combine teachers' teaching, students' learning and creative exploration, and take the case teaching of basic course as an example to explore its teaching ideas in flipped classroom.

2. The Current Situation of Case Teaching of Basic Courses under the Traditional Teaching Mode

Under the traditional teaching mode, the actual teaching effect of case teaching method is far from the expected effect. The main reasons are as follows

2.1 The Case Materials Can Not Meet the Teaching Requirements

At present, there are many case teaching materials about basic courses in Colleges and universities, but most of the contents are similar. Most of the cases have changed the soup without changing the dressing. In particular, the contents of many case materials are outdated and not suitable for the actual situation of current practice. At the same time, in the actual teaching process, students are not familiar with the case materials, so it is difficult to carry out case discussion. Moreover, most of the teachers of “Basic Courses” in Colleges and universities belong to the

academic school and have insufficient practical experience.

2.2 The Enthusiasm of Students' Participation in Class is Not High

The students have no practical experience, and they can understand the case materials at most, so they can't form their own opinions in the classroom discussion. Their case analysis can only stay on the surface, which is one-sided, and can not combine the content of case materials with the theoretical knowledge.

2.3 The Level of Case Teaching of University Teachers is Quite Different

Some teachers are lack of experience in case teaching and can not understand the real demand of the society for talents.

3. Design Ideas of Case Teaching of Basic Courses under Flipped Classroom Mode

3.1 Feasibility Analysis of Flipped Classroom Applied to “Basic Course” Case Teaching

Flipped classroom mode has been well received in foreign universities, and has been practiced in domestic universities, and achieved good results. Compared with the traditional case teaching method, the biggest advantage of flipped classroom model is that it can significantly improve the quality of teaching, effectively attract students' autonomous learning, and enhance students' interest in learning. Through the mode of Extracurricular Autonomous Learning, the interaction between students, the interaction between teachers and students, and the self summary of students after class, the disadvantages of traditional teaching are effectively solved.

(1) students' autonomous learning, improve the enthusiasm of learning

In the traditional teaching mode, students are always passive after class or before class and so on. They rely too much on teachers and seldom carry out autonomous learning and exploration. In the flipped classroom mode, the teacher will send the recorded video to the students, guide the students to study independently, and find their own materials for in-depth research, discuss and interact with the students in the classroom, so that the students can change from passive acceptance of knowledge to active research of knowledge, which greatly improves the students' learning enthusiasm.

(2) change the classroom teaching mode and enhance students' participation in the classroom

In the traditional teaching mode, the classroom is the place where students receive knowledge, usually teachers teach knowledge, give students independent discussion and question time is not much, often a question just started to discuss, has been finished, and case teaching just needs students to analyze and discuss the case, such a classroom mode is inefficient. Flipped classroom mode is to let students understand knowledge points and related cases before class, so that students have enough time to digest knowledge content and analyze cases, and then let students and teachers have in-depth discussion in class, which makes students better understand the knowledge and cases. At the same time, students can speak freely in class, which helps to enhance students' participation in the classroom, so as to improve students' learning enthusiasm.

3.2 The Design of Case Teaching of Basic Course under Flipped Classroom Mode

For the design of the case teaching of basic course under the flipped classroom mode, the carefully prepared teaching content before class is the guarantee of the results of teaching activities, the purposeful organization of classroom teaching interaction is the core of the whole teaching mode, and the tracking and guidance after class is the summary of the whole teaching activities.

(1) preparation of teaching content before class

The pre class teaching content includes video, courseware and other auxiliary teaching tools, whose main purpose is to guide students to carry out autonomous learning before class. Therefore, the core of pre class teaching content production is to attract students' attention and stimulate students' interest in learning. Video production should not be too lengthy, try to control in 10-15 minutes, to avoid making students tired. At the same time, the video content should be based on a big knowledge point or a case, with courseware knowledge point explanation. In the process of video production, teachers should guide students to study the learning content by asking questions.

(2) reasonable organization of classroom teaching activities

The reason for the success of flipped classroom model lies in the process of interaction in the classroom, students' confusion about knowledge points can be solved, and students can deepen their impression of what they have learned in continuous discussion. In this stage, the focus of university teachers should be changed from how to teach to how to better adjust the students' discussion process and better integrate themselves into the students' discussion. Therefore, the design of classroom teaching activities is very important.

The design of classroom teaching activities can be divided into four steps:

First of all, before the class discussion, the teacher makes a simple summary and review of the pre class teaching content, and then puts forward the problems and requirements of the class discussion, so as to guide the students' future discussion direction.

Second, group discussion. In the group discussion, each group should not be too many, controlled in 3-5 people, in order to ensure that each group member can have the opportunity of open discussion; at the same time, teachers should take the initiative to assign members or randomly assign members, should not let students divide into groups, to avoid students' lack of attention after grouping because of their preference problems, so as not to discuss other cases. In the process of group discussion, teachers should carry out classroom inspection, give appropriate guidance to the group in doubt, and observe the performance of each group member, so as to serve as the basis for classroom assessment.

Thirdly, after the group discussion, each group formed a unified point of view, and elected a representative to speak on the stage, and the discussion time was controlled within 5 minutes. In the process of discussion, the group with different views can put forward doubts after the discussion, which will be answered by the arguer or his group members. In the process of discussion, teachers should make appropriate records, and take this as the summary content and classroom assessment basis.

Finally, in order to strengthen students' internalization process in class and help students form a more systematic knowledge system, teachers should sort out and summarize students' questions and opinions after each group's discussion and presentation, and answer students' feedback during the discussion.

(3) Follow up and guidance of Extracurricular Teaching

At this stage, in order to cultivate students' summarizing ability, teachers can ask students to summarize the views and opinions discussed in class and form a written report. They can also assign some homework to test the students, which can more effectively consolidate the students' knowledge.

4. Problems in Case Teaching of Basic Courses in Flipped Classroom Mode

4.1 Students' Self-Learning Ability and Self-Discipline Ability Are Low

The self-study stage of students before class is the key link of the whole flipped classroom mode applied to the case teaching of basic courses, which requires students to have good self-study ability.

In the early stage of the implementation of flipped classroom model, students will be interested in this new model and actively study. However, with the growth of teaching time, the increasing number of courses and the increasing number of learning tasks, after the initial novelty fades, students begin to have inertia and it is difficult to cooperate with teachers to consciously study. This requires teachers to teach students to use correct learning methods from the beginning, guide students to correct their learning attitude, enhance their self-control ability, and learn in a correct way.

4.2 The Problems of Teachers Using Flipped Classroom Teaching Mode

College “basic course” teachers are not very familiar with the new flipped classroom model, most of them still use the traditional case teaching method. Although some colleges and universities in our country have made some achievements in flipped classroom teaching mode, different teaching environment and teaching resources determine that the teaching problems faced by colleges and universities in practice are different. This requires college teachers to adapt to the local actual situation, the flipped classroom this new teaching mode and the actual situation, sort out a set of teaching content and mode suitable for their own environment. Therefore, in the teaching reform, college teachers, as practitioners and promoters of teaching reform, should actively learn new teaching models, walk in the forefront of reform, and constantly explore and practice.

4.3 Support the Construction of Campus Teaching Technology Platform

The new teaching mode requires the new teaching technology and hardware to match, in order to produce the best teaching effect. This is particularly important in the flipped classroom teaching mode. Flipped classroom is a teaching mode based on online video. Therefore, the fluency of network transmission, the stability of education platform construction and subsequent maintenance problems affect the implementation of flipped classroom teaching mode. Colleges and universities need to recognize the importance of it, increase the support for teaching reform, and pave the way for teaching reform.

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