

Research on Practical Problems and Countermeasures of College English Teaching Based on Spoc and Flipped Classroom

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Abstract: Under the promotion of information technology, modern information technology is regarded as the support of innovative teaching, such as SPOC. With the support of this small-scale limited online course, flipped English teaching classroom teaching mode has a new exploration direction. Based on the current situation of English teaching, this paper analyzes the importance of flipped classroom teaching mode under the support of SPOC, and deeply discusses the application suggestions of flipped classroom teaching method.

1. Introduction

In 2018, China's Ministry of Education issued the “education informatization 2.0 action plan”, which proposed “adhere to the core concept of deep integration of information technology and education teaching, adhere to the basic policy of application driven and mechanism innovation, establish and improve the sustainable development mechanism of education informatization, and build a networked, digital, intelligent, personalized and lifelong education system.” The College English teaching guide also points out that “colleges and universities should make full use of information technology, actively create a diversified teaching and learning environment, encourage teachers to build and use micro courses and MOOCS, use high-quality online education resources to transform and expand teaching content, and implement hybrid teaching modes such as flipped classroom based on classroom and online courses, So that students can develop in the direction of active learning, autonomous learning and personalized learning. “ Under the background of educational information age, the static and unitary traditional college English teaching mode has been unable to meet the needs of modern college information teaching, nor can it meet the learning needs of modern students. Therefore, teaching reform is imminent. The hybrid teaching mode, which is composed of SPOC platform and digital teaching resource platform in the post MOOC era, integrates the advantages of online courses and face-to-face courses, and provides new ideas and solutions to the problems faced by College English teaching.

2. Definition of Concept

2.1 Spoc

SPOC is a new online teaching form evolved from MOOC, which is the remodeling and optimization of MOOC. In 2013, it was first proposed by Amando Fox, a professor of Computer Science in the United States. The full name of small private online course is small-scale private online course, abbreviated as SPOC. Small scale private online courses are mainly composed of micro video, real-time practice, interactive discussion, learning test and so on. They are dynamic, open, small-scale, targeted and diversified. Amando Fox emphasizes that the application of SPOC in classroom teaching can not only improve students' active participation and autonomous learning ability, but also give full play to teachers' guiding role. The online way optimizes the traditional classroom teaching, integrates the entity classroom and the online classroom, realizes the perfect connection between the online and offline, thus changing the current situation of the traditional classroom teaching. To some extent, SPOC is a new personalized mixed teaching mode to promote the development of open education^[1].

2.2 Flipped Classroom

Flipped classroom is a literal translation of flipped classroom, which was first proposed by American Salman. Flipped classroom actually refers to the reversal of teaching structure. Generally speaking, flipped teaching reverses the process of “knowledge imparting” and “knowledge internalization”. It puts “knowledge internalization” in the classroom and “knowledge transfer” in extracurricular for students to complete independently. Teachers can better interact with students in class and guide them. Flipped classroom is a further improvement of traditional classroom teaching and realizes the adjustment of classroom teaching in time and space. Under the flipped classroom teaching mode, the classroom is no longer the only way for learners to acquire knowledge, but to return the initiative to the students to stimulate their enthusiasm and creativity in English learning^[2].

3. Analysis of the Importance of Flipped Classroom Teaching Mode Based on Spoc

3.1 It is Beneficial to Cultivate Students' Autonomous Learning Ability.

“Flipped” teaching reverses the process of “knowledge transfer” and “knowledge internalization”, and completes the adjustment of classroom teaching in time dimension and space dimension. Under this new teaching paradigm, students can not only help solve learning problems, but also digest and consolidate relevant knowledge through discussion and cooperation with students, so as to maximize the effect of “knowledge internalization”^[3].

3.2 It is Helpful for Students to Establish a Sense of Learning Achievement.

Based on the flipped English classroom teaching supported by SPOC, the process of “knowledge internalization” is the interaction between teachers and students. Students are liberated from the mechanical teaching of the rules and regulations, and become the active explorers of knowledge. During this period, teachers can help students correct the errors in oral expression, expand and extend the time and space of learning, which is conducive to the students to establish a sense of achievement in learning^[4].

3.3 It is Conducive to the Cultivation of a New Relationship between Teachers and Students.

Flipped teaching emphasizes the two-way interaction between teachers and students. Teachers no longer teach alone. In the classroom, teachers and students, students and students interact with each other to form a three-dimensional multi-dimensional communication body. In the process of

interaction and communication, teachers and students, students and students can not only complete the internalization of knowledge, but also cultivate the communication emotion in the classroom, which can be regarded as a new type of teacher relationship.

3.4 It is Beneficial to Optimize the Allocation of Educational Resources.

Based on SPOC Under the support of the flip English classroom teaching, with various networks and modern information technology means, we integrate various kinds of high-quality English teaching resources, integrate the essence of the resources into the micro video, carry out the non differentiated knowledge transfer, effectively compensate for the shortage of different teachers' main bodies in knowledge storage and teaching methods, and break through the Monopoly Bureau of traditional educational resources. Even schools with poor teaching conditions can immediately enjoy the most high-quality education resources, which are beyond the reach of traditional teaching mode, and basically realize the fairness of education^[5].

4. Application of Flipped English Teaching Method Based on Spoc

4.1 Material Preparation Before Class

The flipped English classroom teaching materials supported by SPOC mainly include learning video materials, PPT courseware and homework after learning. The learning video materials mainly cover vocabulary, listening and text three parts, the content of video materials around these three parts, the learning focus of these three parts, with normative cases, recorded into teaching video, if the technical conditions are insufficient, video materials can be used; the second is ppt courseware, after defining the main learning tasks, according to the teaching syllabus reminder Decide which video or audio to choose, and then make a PPT courseware, play the main English vocabulary and sentence patterns to the students through the courseware; finally, the homework after learning, distribute the test paper of self-study content, so as to facilitate the students to reflect on the learning effect^[6].

4.2 Introduction of Course Knowledge

After preparing the teaching materials, introduce the key points of self-study knowledge before class. The content introduced should be easy to learn and recall the knowledge previewed before class, otherwise it is easy to distract the attention of learning. There is no unified way to introduce the course. There are four most common methods: first, review the introduction method of setting questions, take the main knowledge of micro class as the index, and combine with the considerable situation in the classroom, design the questions related to knowledge points, and try to ask students questions. After the students answer, summarize the answer content and form the question introduction; second, the suspense method, considering the students' good The strange heart is relatively strong. According to the daily life, the suspense of learning knowledge points can be set, and then the learning task content can be drawn out; thirdly, the video import method is used to select the video materials closely related to the teaching knowledge points to summarize the knowledge points and guide the students to think independently; finally, the game introduction method is used to design games related to the course, so that students can interact and communicate in the game, Imperceptibly grasp knowledge points. The above course introduction method is the most common in flipped classroom. As for the selection of the method, it is required to flexibly combine with the actual situation of the classroom^[7].

4.3 Organization of Classroom Activities

Flipped teaching pays attention to the interactivity in the learning process, among which activities are essential interactive communication methods. Flipped English classroom teaching based on SPOC support is mainly “induced organization”. The focus of this activity organization is to strengthen students' learning motivation and stimulate their learning desire. Flipped English classroom teaching pays attention to the individualization of learning. If students can complete the relevant learning tasks in advance before class, teachers should design more challenging learning tasks according to local conditions; if students' learning enthusiasm is not high, they should put forward performance evaluation requirements when grouping, and form a monitoring atmosphere of classroom discipline and atmosphere, so as to improve students' self-discipline and management ability. As for the problems encountered by students in the learning process, we should learn to seek external support, such as teachers' guidance and students' communication. The flipped English classroom teaching supported by SPOC can be labeled as “distance education” at the micro level. When encountering learning difficulties, students can seek help from teachers, classmates and society with the help of computers when they encounter learning difficulties, which is in line with the extensive requirements of English learning^[8].

5. Conclusion

Flipped classroom teaching is very useful in English class. Its novel teaching mode and flexible multi-media forms have injected the impetus into students' learning. The boring teaching content becomes rich and colorful after video conversion. The combination of students and network makes the learning process run through rich learning activities. At the same time, big data teaching analysis provides scientific teaching evaluation basis for our teaching decision-making, which is more conducive to the improvement of teachers' teaching ability and scientific research ability

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