

The Application of Flipped Classroom Based on Micro-class in College English Teaching

Yu Zhang

Guiyang Vocational and Technical College, Guiyang, Guizhou, 550081, China

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Abstract: Microcourse is a new type of curriculum resources formed under the development of the times. Its main feature is short and concise, which can inject fresh vitality into the development of education. The flipped classroom teaching of college English based on micro-class is flexible and open, which can provide students with a more suitable learning atmosphere and environment, and promote students to learn English more efficiently. This paper discusses the advantages of flipped classroom teaching based on micro-class, the current situation of college English teaching and the application strategies of flipped classroom based on micro-class in college English teaching, hoping to better apply micro-class flipped classroom in college English teaching.

1. Introduction

With the rapid development of society and science and technology, every industry machine can access and use big data resources, and course teaching has also been greatly affected. The teaching ideas of English courses in colleges and universities are also constantly changing and updating, and the indoctrination teaching form has been difficult to adapt to the needs of the development of the new era. With the continuous popularization and promotion of online courses, colleges and universities began to pay attention to the application of micro-class, and extended flipped classroom teaching to teaching activities, which can improve the effect of English course teaching. The integration of micro-class and flipped classroom can change the original teaching form, thus promoting the development of college English teaching.

2. Advantages of flipped classroom teaching based on micro-class

2.1. It is conducive to enhancing the interaction between teachers and students

The original teaching form is that teachers impart important knowledge points through the classroom, while students use the time after class to absorb and digest the content learned in the classroom. The college English classroom becomes a place for teachers alone, and students can only passively accept the knowledge points taught by teachers, resulting in very little time for teachers and students to participate in the interaction.[1] The most important state of students in the classroom is to listen to the teacher and take notes by themselves. Flipped classroom teaching based on micro-

class has changed this teaching form, and can extend the process of knowledge transfer to extracurricular activities. Students can learn through videos or other teaching resources made by teachers, so as to build their own knowledge system and structure, so that teachers and students have more time for cooperation and interaction.

2.2. It is conducive to the improvement of students' autonomous learning ability

The flipped classroom teaching of college English based on micro-class needs teachers to deeply analyze and study the content of teaching materials, clarify the teaching plan and objectives, and make and upload teaching videos according to the content of the course. Students are the main participants in learning, and can adjust the progress of learning by themselves.[2]After watching the teaching video uploaded by the teacher, they need to complete the tasks assigned by the teacher, and can test the effect of their learning in class. While college English classroom teaching can be regarded as a stage of students' internalization of knowledge. Teachers need to answer students' doubts, and discuss and solve various problems with students, so that college English teaching can truly realize the flipping process of learning before teaching.

2.3. It is beneficial to improve teachers' teaching skills

Compared with the original English teaching, the flipped classroom based on micro-class needs teachers to face more requirements and challenges. The recording of micro-class requires teachers to have some new professional skills and qualities. Teachers are required to learn how to record micro-class, analyze and study the teaching objectives and tasks, and record corresponding micro-class videos, so as to build a high-quality college English micro-class teaching resource library, and improve the level of college English teachers to make micro-class and their ability to use information technology for teaching. The flipped classroom teaching of college English based on micro-class is the product of education under the development of information technology, which needs in-depth analysis and discussion, so as to improve the effect and efficiency of college English teaching[3].

2.4. It is conducive to students' personality development

Because the number of students in each class will be large, and even there will be several classes in the same class, this kind of teaching form will highlight the original teaching defects, which is difficult to meet the needs of each student for classroom learning. The original teaching form put the teacher in the most important position. No matter what knowledge the teacher taught in the class, the students can only learn passively, but there are always some students with poor learning ability in each class who can't keep up with the progress of the teacher's teaching. Flipped classroom can enable students to learn and discuss the knowledge points they don't understand independently, and can have a deeper understanding of the relevant knowledge points in the process of seeking answers by themselves, laying a foundation for students to convey their views and personality development.

3. The Current Situation of English Teaching in Colleges and Universities

3.1. Less teaching hours and poor effect

In college English teaching activities, there is a large gap between class hours and teaching materials. Because of the limited time of classroom teaching, each unit can only select one text for intensive reading and interpretation. In listening and speaking courses, only listening training and interpretation can be conducted. Teachers will not take up too much classroom time to guide students

in oral practice. In order to complete teaching tasks faster, teachers will continue to speed up the pace of teaching, resulting in many students unable to truly understand and absorb the knowledge learned in the classroom, thus reducing the effect of college English classroom teaching.

3.2. Large class size and insufficient interaction

Due to the continuous expansion of colleges and universities, and the lack of teachers, the number of students in each class is large, and teachers are difficult to accurately take into account the learning situation and state of each student when facing large class of students. English is a language teaching subject, which requires more interaction than other courses, but the number of classes is large, and the level of each student is different, so it is impossible for students to participate in the interaction of college English classes. English classes also lose their practical role, and it is difficult to achieve the expected goals and effects.

3.3. The teaching method is single, and students' enthusiasm is not high

Classroom teaching activities can directly affect the overall teaching effect. Many teachers still give priority to their own explanations when carrying out teaching activities. Students can only passively accept the contents explained by teachers. The time and class size of classroom teaching will also limit teachers' teaching, making classroom teaching activities boring and boring. Teachers are more inclined to impart knowledge and ignore students' learning. Such teaching form is not conducive to students' better learning of English courses, and even makes students lose enthusiasm and interest in English, thus reducing the effect of English classroom teaching.

4. The application strategy of flipped classroom based on micro-class in college English teaching

4.1. Integration of teaching resources

In college English classroom teaching activities, if teachers blindly pay attention to the content of the textbook and ignore its connection with students, it will not help to improve the enthusiasm of students, and the teaching resources of colleges and universities are difficult to meet the actual needs of every student. The flipped classroom based on micro-class combines modern information technology and teaching equipment, which can make the key and difficult knowledge in teaching into the form of video, so that students can watch and learn after class. Integrating micro-class teaching into college English classroom teaching activities can provide students with more abundant English teaching resources.

For example, when teaching listening, teachers can turn the teaching content into courseware or video by means of software or multimedia, which can mobilize students' enthusiasm and interest in in-depth learning, so as to better complete the teaching tasks and objectives. For the teaching of some questions, the teacher can record the relevant knowledge points, highlight the key content and sentence pattern to be taught, fill in the content and method to be explained next, and use audio to carry out the classroom teaching activities. Students can listen to the main content by listening, and also can exchange and discuss the content they don't understand with others. The teacher asks the students questions according to the content in the audio, so as to inspect the students' listening situation and ability. After class, send the original audio to students for review and consolidation, so that students can exercise their listening skills and abilities.

4.2. Make good use of flipped classroom teaching

College English teachers need to have a deep understanding of flipped classroom and understand the methods and skills of application, so as to better cultivate students' English thinking patterns in English classroom teaching activities, and lead students to think and explore English problems. Flipped classroom teaching based on micro-class needs teachers to carry out from three aspects: first, to clarify the interest bias of students; Secondly, carry out interesting English classroom activities in combination with micro-class; Finally, let students have the time and opportunity to participate in English classroom learning, and promote flipped classroom to be better applied to college English classroom.

For example, when carrying out reading teaching activities, teachers can record the content required for reading teaching into a small video in advance by flipping the classroom. After downloading the video, students can learn before or after class, so as to ensure that each student can read completely and record the content they don't understand during the reading process. The teacher will conduct detailed analysis and explanation during the classroom teaching. In this case, the teacher can directly explain the reading content in the classroom, so that students can better understand the reading content. The teacher can record with standard text pronunciation, send it to the students and leave questions for them to think and explore, and the students will learn independently with the questions raised by the teacher. This teaching form can help students better grasp the content of the text, and also make students' pronunciation more accurate.

4.3. Establish a sound feedback system

The traditional teaching form is too simple and boring, and students cannot understand the relevant knowledge points in depth, nor can they skillfully use what they have learned. Flipped classroom teaching based on micro-class regards students as the main body of classroom teaching. All teaching activities are aimed at helping students learn better. This teaching form can better mobilize students' enthusiasm and enthusiasm for in-depth learning. College English teachers can establish a teaching evaluation and feedback system according to the objectives of the course teaching and the actual learning ability of students, and constantly improve the teaching feedback system.

For example, the management department can manage the teaching feedback system to improve its various problems and ensure that teachers' teaching tasks can be completed efficiently. The Academic Affairs Office can make statistics and surveys on the English learning situation and level of the whole grade, understand the learning situation and various problems faced by each student in the form of questionnaires, summarize and analyze these contents, and establish the flipped classroom teaching of micro-class through these contents, so as to better solve the problems encountered by students, and then improve the teaching feedback system, Let teachers know more about each student and adjust the content and form of teaching according to the actual situation of students. To establish a sound teaching feedback system requires teachers to change their own positioning, regard students as the main objects of classroom teaching, and design different micro-classes according to this feedback system, so as to meet the different needs of students for English course learning.

4.4. Recording and release of teaching videos

In the flipped classroom teaching based on micro-class, students can watch the video recorded by the teacher in advance to learn, so as to digest the content to be learned. The teacher can use the classroom time to explain the content that is not easy for students to understand. The recording of micro-class videos needs to be based on textbooks and textbooks, and the main teaching goal is to cultivate students' comprehensive English ability. One of the most important characteristics of micro-

class is that it is short and concise. If students' extracurricular time is equally allocated to each course, then there is not much time for each course, and micro-class is just suitable.

For example, when conducting English writing teaching activities, teachers can use some professional screen recording software to record their courseware and the content to be explained together, and intersperse some exercise questions in the middle, so as to test the students' micro-class learning. After the teacher has recorded the video of the micro-class, he can upload the video and related materials to the student's learning platform. The teaching of writing is closely related to CET 4 and CET 6. Students need to match each sentence well in the process of writing, pay attention to the use of rhetorical devices, and finally improve their English writing level and ability by strengthening practice. When making videos, teachers should take into account the ability of each student, not just tell students how to write, but let students think about the method of completion, so as to better apply flipped classroom to college English classroom teaching activities.

5. Conclusion

In a word, informatization has gradually penetrated into every field. There are still some problems in college English teaching. It is necessary to constantly adjust and reform the original teaching form to better adapt to the needs of the development of the new era for college talent training. The indoctrination teaching form makes college English classroom teaching dull and boring, which is not conducive to students' learning of English courses. The flipped classroom based on micro-class can effectively play the role of the Internet, making it a new teaching form and resource, thus mobilizing the enthusiasm and interest of college students in learning English courses, and improving the level and efficiency of college English teaching.

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