

Analysis of the Cultivation of Deep Learning Cognitive Ability of English Majors under Flipped Classroom Teaching Mode

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Abstract: As the traditional teaching mode is implemented according to the teaching sequence of "teacher explains knowledge, student accepts and internalises knowledge", students' awareness of independent learning is weak and they are in a passive learning position, which makes it difficult to stimulate students' interest in independent learning and thinking ability. Therefore, this paper analyses the advantages of flipped classroom in cultivating students' cognitive ability of in-depth learning by using the flipped classroom teaching mode, standing in the perspective of students, teachers and home-school co-education. Through the micro-video teaching design of the flipped classroom, students' independent learning and cooperative learning, students are guided to be self-driven to open deep learning and improve their cognitive ability. It is hoped that the research in this paper will provide a reference for the related industries.

1. Introduction

Teachers should grasp the core of the flipped classroom teaching mode and focus on "flipping". It is manifested in adjusting the teaching time inside and outside the classroom, strengthening the connection between online and offline, leading students to pay attention to pre-study before class, and reasonably planning the time for independent learning. Therefore, teachers should actively use the flipped classroom model, refine the teaching process, divided into pre-course independent study, classroom knowledge and internalisation of the two parts, and micro-video and textbook knowledge corresponds to share to the students, so that students use computers, tablets, mobile phones, etc., to play the micro-video shared by the teacher, reference to the textbook, to complete the task of independent study, independent study encountered in the difficult problems, feedback to the teacher, teachers Combined with the students' feedback to adjust the teaching plan, improve the relevance of teaching. Therefore, it is of great significance to study this topic.

2. Advantages of Flipped Classroom in English Education

2.1 Advantages for Students

For English majors, the application of flipped classroom has the following advantages: firstly, it improves students' autonomy, highlights the students' main position, puts the learning decision and

planning under the students' own management, and lets the students design their own learning plan according to the syllabus of the English course and their learning needs, make use of the fragmented time, watch the video, and complete the learning tasks such as pre-class pre-study, in-class discussion, and after-class consolidation through the flipped classroom. Secondly, the flipped classroom is conducive to updating students' learning styles, so that the English classroom is not just for individual teachers. Teachers can make use of the flipped classroom to activate students' sense of subjectivity and change students' passive learning status in learning. At the same time, with the help of the flipped classroom, students use the English foundation, skills and methods they have already mastered to plan their learning, sort out and integrate their knowledge, and pave the way for their subsequent learning through the combination of online learning, teachers' explanations and offline discussions [1].

2.2 Advantages in terms of teachers

Teachers in the traditional teaching mode need to take care of teaching tasks, maintain the order of classroom teaching, deal with other work matters, and do several jobs, which makes it difficult to ensure the effectiveness of teaching. While applying the flipped classroom model, teachers can use information technology, through visual tools, to transform abstract mathematical knowledge into vivid, graphic, intuitive, rich figurative content, presented to students in the form of audio, video, animation, etc., which not only mobilises the students' senses, but also helps students to sort out the important and difficult points of English learning [2]. For example, when teachers explain the content of Chinese and Western cultures, teachers can use the flipped classroom, use multimedia equipment to present pictures and documentaries of Chinese and Western cultures in the form of animation. It not only attracts students' attention, but also allows students to deepen the knowledge connection and cultivate cross-cultural learning thinking through intuitive learning methods, so as to understand the theme of the course.

2.3 The value of home-school co-education

Flipped classroom can establish a communication channel for building a home-school education community, and build a home-school integrated learning classroom for students. Teachers can make use of efficient communication to let parents know the school's education philosophy, education mode, school teaching resources, students' performance in school, and examination results at each stage, etc., so as to promote the integration of home-school and effective communication between home-school and school. At the same time, students' self-management ability is still in the growth stage, and some of them do not have a solid foundation in English, so when they face more specialised English problems, they are easily afraid and unwilling to think positively. At this time, schools can rely on the flipped classroom to link school education with home education. Teachers can share the pre-recorded teaching micro-videos with parents' groups, so that students can practise speaking English at home or at school, and let students record their own pronunciation videos to practise their speaking skills through comparison. For example, in teaching the knowledge point of "calling foreigners", teachers can collect multimedia teaching resources and share the relevant videos with students, so that students can imitate and experience the expression of calling from abroad.

3. Strategies of Flipped Classroom in Cultivating English Majors' Cognitive Ability for Deep Learning

3.1 Making Flipped Classroom Teaching Videos

Using the flipped classroom in the teaching of English majors and doing a good job in the design of micro-video for flipped classroom teaching requires integrated planning and systematic design.

English teachers need to start from the following two aspects:

First, the preparation of micro-video production. English teachers need to combine the English course syllabus and task points in the process of making micro-video for flipped classroom, start from the knowledge points in the textbook, present the knowledge points in the form of micro-video, form the docking between the written content and the video content, and adopt a step-by-step approach to highlight the teaching objectives, guide students to actively explore, and maintain curiosity in English learning [3]. At the same time, teachers should use micro-video to impart knowledge to students. Micro-video is a carrier for teachers to transfer English knowledge to students, a teaching aid, not a reproduction of English classroom content and a compression of the English teaching process. The key lies in the teacher's need to incorporate emotional, thinking and exploratory activities into the production of micro-video, through good teacher-student interaction, guiding students into the depth of the learning state, to achieve the "shallow cognition" from the "inactive" to "active" to "deep cognition". The metamorphosis from "inactive" to "active" and "shallow cognition" to "deep learning cognition".

Secondly, recording micro-video and applying micro-video. After completing the preparation of micro-video for flipped classroom, teachers need to carry out the recording of micro-video. English teachers can use advanced network media technology, based on the syllabus, knowledge and ability objectives, students' learning characteristics and cognitive ability, choose to film, record and write tools, with the help of information technology tools, image function, video function or animation, the use of information technology, "shape, sound, colour, movement, static" changes, to provide students with sound and pictures, graphics and text combination of visual and audio. The use of information technology "shape, sound, colour, movement, static" changes, to provide students with audio-visual and audio-visual materials with pictures and text. For example, the English version of relevant American drama short films can be played to create an active and vivid teaching atmosphere.

Take Unit5 The Value Of life in New Century College English 11 as an example. When teaching Lead-in and Quotes, Background Knowledge, Text Study and other vocabulary, firstly, the teacher should complete the teaching video before the class, and then in the class teaching, the teacher will use the traditional oral way to explain the pronunciation, usage, near-synonym phrases and example sentences of these words. Secondly, the teacher plays the teaching video, in which he/she inserts an audio recording of the text being read aloud with standardised pronunciation, and designs an animated character to lead the students to follow along, so that the students can imitate the tone of voice and master the correct pronunciation. Finally, in this process, the teacher should also play a supervisory and checking role, if there are students who pronounce the wrong words, the teacher should remind and correct them at the right time. Not only can help students fully master English pronunciation, but also enhance their English learning efficiency.

3.2 Enhance students' self-driven awareness

The core of the flipped classroom teaching model lies in students' self-driven awareness. With a strong sense of self-driven, students can enter a deep learning state faster. On the contrary, students are easy to fall into passive learning state and stay in the shallow learning level. Therefore, teachers, as guides and assistants, need to guide students to watch the recorded micro-video before class, so that students can make good learning records in independent learning, complete the online test,

self-test the results of pre-study, and target the weak points to improve and perfect [4]. Teachers can also use big data analysis technology to understand the learning progress and completion of exercises of students at different levels according to students' learning records. According to the following flipped classroom teaching design strategies:

First, divide the levels into multiple learning modules in the video. In the flipped classroom, teachers should subdivide the teaching objectives and implement hierarchical teaching according to the learning characteristics and cognitive structure features of English majors. For example, some of the contents in the textbook are difficult, and it is difficult for students with a weak English foundation to complete the learning objectives and tasks in the pre-course preview. Therefore, teachers should combine the content of different units of the textbook, sort out the knowledge vein, and use the flipped classroom teaching format to break through the time constraints of the traditional English classroom, subdivide the teaching objectives and integrate the knowledge points. However, to achieve effective flipping, teachers need to be skilled in the operation of network media technology, using micro-video at any time pause, playback, zoom in, replay, fast-forward, slow-play and other functions, innovative teaching methods, to bring students a new learning experience. In terms of video time setting, teachers can follow the visual law of human eyes to stay and focus their attention, with a length of 5 to 8 minutes is appropriate, or combined with the teaching content and task objectives, flexible adjustment. At the same time, teachers need to subdivide the teaching objectives into four parts according to the pre-class tasks, namely, "mastering vocabulary", "clarifying the key points of the week, including vocabulary and syntax", "practicing oral communication", and then guiding students to use the video to learn the vocabulary and syntax. "Then students are guided to use the form of writing and reading to transmit visual, auditory and other sensory information into the brain, and to process and internalise it, so as to achieve the effect of twice the result with half the effort.

Second, the design of task-based teaching activities for English majors. Task-based teaching method is a teaching method that takes the learning task as the motive, completes the task as the process, and presents the results of the task to highlight the teaching effect. Teachers should think in terms of both design principles and designing a list of independent learning tasks. (1) The principles of designing task-based English teaching activities are as follows: firstly, the activities should be designed with relevance, focusing on the objectives of the examination, the requirements of the syllabus, and the needs of taking the English Professional Grade 8 Examination. Secondly, the activity design should be innovative. If every activity is set in stone, students will also lose their initiative. (2) Independent learning task list is a derivative of flipped classroom micro-video teaching, which is designed by the teacher to make students clear about the learning objectives, learning contents and learning methods before class, and is presented in the form of task list with the help of video resources shared by the teacher. For example, teachers set up pre-course pre-study tasks, requiring students to watch micro-videos to understand the theme and key points of this unit; complete pre-course study tasks and online quizzes; and design online co-operative learning tasks, choosing a theme, such as sports activities, Chinese and foreign cultures, and so on. Through the design of different learning tasks, divided into levels, from easy to difficult, layer by layer, prompting students to enhance the cognitive ability of in-depth learning with the help of task-driven and flipped classroom teaching videos.

3.3 Adopting cooperative learning mode

Cooperative learning mode is a way to practice the concept of flipped classroom teaching, which helps students to think about the problem from different perspectives and promote the internalisation of knowledge, which is also a part of flipped classroom teaching that should not be ignored. Therefore, teachers should adopt the cooperative inquiry learning mode to mobilise students' participation in response to the problems in students' independent learning. Teachers also need to assist from the side, when students encounter obstacles in the co-operation and exploration,

teachers should point out in time to reduce the difficulty of students' learning, but also to make students more actively participate in the classroom interaction in the flipped classroom learning. However, before co-operative teaching, teachers need to take into account the individual differences of each student, due to the different abilities of students to master basic knowledge, English teachers in the distribution of group cooperative learning members, should first understand the students' learning status, personality characteristics, according to the students' individual differences, the scientific division of the group.

Take Unit 2 Optimism and Positive Thinking in New Century College English 1 as an example. In learning the pronunciation, usage and example sentences of Background Information, Cultural Tips, Writing Skills&Techniques, etc., teachers need to make use of the teaching materials to list out the questions and adopt the quick-question-answer mode to cultivate students' English oral expression ability. In addition, teachers should also organise English competitions, using online platforms, so that students can participate in the group cooperative learning mode and submit their group entries online. At the same time, teachers should also give verbal or physical rewards to the winning teams in the English competitions in the offline classroom, and actively encourage and praise the lagging teams.

4. Conclusion

This paper takes advantage of the application of the flipped classroom teaching mode, integrates it into the teaching of English majors, transforms the traditional teaching concept, teaching mode, adjusts the teaching sequence, prompts students to make good use of the pre-course study time, plan independently, and exercise students' independent learning ability. For this reason, this paper makes good preparation before teaching by making micro-video of flipped classroom teaching. At the same time, it takes stimulating students' awareness of independent learning and cooperative learning ability as the goal orientation, updates the traditional teaching methods by dividing the levels, task-driven, cooperative learning, etc., and guides teachers and students to better grasp the flipped classroom, solve problems and improve efficiency with the help of modern teaching paths.

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