

# *Analysis on the Flipping Class Information Construction of College English Teaching*

Wang Xue

*Xi'an Traffic Engineering Institute, Xi'an, Shaanxi, China, 710300*

**Keywords:** college; English teaching; flipping class; information construction

**Abstract:** In the era of knowledge economy, Chinese college English education faces new challenges, and many aspects of teaching have yet to be filled and improved. In order to fundamentally improve the practical skills in the process of English teaching, colleges and universities should accelerate the effective integration of classroom teaching and informatization construction, and use advanced technology to achieve systematic optimization of current English teaching quality and effect. The paper tentatively integrates the flipping class information construction into college English teaching. On the basis of mastering the problems existing in traditional English classroom teaching, it develops the strategy of English teaching flipping class information construction, and builds a comprehensive effort to build college English teaching informationization, to fundamentally achieve a rapid increase in teaching efficiency and teaching quality.

## **1. The significance of informatization construction of college English teaching flipping classroom**

From a theoretical point of view, flipping the classroom transfers the traditional teacher initiative and decision-making power to the student's ontology, achieving a balance between in-class time and extra-curricular time. The application of flipping class in college English teaching, students are more serious and sincere in the prescribed time, and actively participate in various seminars, which helps students to understand and remember the classroom content. Teachers do not need to spend a lot of time on the content of the course. In most cases, students spend their spare time reading e-books, watching video lectures, and group communication. In class time, teachers mainly ask teachers for various difficult questions. At the end of the course, students can plan the learning content, learning skills and learning progress, and the teacher's personalization for full student learning can be achieved through collaboration and teaching methods to ensure students' authenticity on the basis of practice. Similar to the hybrid and exploratory learning model, the full implementation of the flipping class is also based on the overall improvement of student initiative. In the context of the modern information age, the "flipping class" has been applied and popularized in major universities across the country. To some extent, it has replaced the traditional classroom teaching model and promoted the comprehensive innovation and transformation of the education industry in China in the classroom and management mode.

### **1.1. Helping to improve the practice level of English teaching in colleges and universities**

With the continuous innovation and application of information technology, English teaching in colleges and universities in China has gradually introduced a modern teaching mode - flipping the classroom. In the traditional teaching mode, the teaching subject is often the teacher, the teacher blindly carries on the knowledge, and the students passively accept in the classroom. This teaching method severely limits the enthusiasm and initiative of the students in the classroom learning. Different from the traditional teaching mode, the flipping class teaching method completely subverts the time and space restrictions in the classroom teaching process. Before the class is started, the students can learn independently through the micro-course video, and realize the combination of theory and practice through the guiding role of the teacher. Through rationalized classroom time and the allocation and arrangement of curriculum resources, teachers can concentrate on carrying out relevant practical teaching, thereby improving the overall English teaching level and quality.

### **1.2. Helping to promote the deepening of English teaching reform**

Since 2018, China has officially implemented “double first-class” construction in colleges and universities (world-class universities and first-class disciplines), and various universities have launched a series of reform measures to effectively improve the overall quality of teaching. As one of the important subjects in the structure of college teaching system, English plays a very important role in this teaching reform. The full application of the flipping class in college English teaching, while actively transforming the traditional teaching philosophy of colleges and universities, also to some extent, the students' comprehensive ability and the quality of English teaching have been effectively improved. For example, in the process of English practice teaching, flipping the classroom teaching mode can more rationally distribute the knowledge acquisition and internalization process, optimize the English teaching structure, and continue to deepen the reform of English teaching.

### **1.3. Facilitating the acceleration of knowledge acquisition and knowledge internalization**

The so-called knowledge internalization is mainly to help students to comprehensively absorb and understand new knowledge, and this process mainly relies on mutual exchange and sharing of knowledge. In a certain sense, the realization of knowledge acquisition and knowledge internalization process is based on a certain situational environment, and is based on the development of relevant interpersonal collaboration activities. In the traditional classroom teaching process, teachers teach the same knowledge to students at the same time and place, and can't adjust and optimize the teaching content according to the students' learning characteristics and individuality. These shortcomings of traditional classroom teaching have been effectively compensated in the modern flipping class. The flipping class teaching mode always emphasizes pre-class preparation, class discussion, mutual learning and after-school reinforcement. This learning requirement is convenient for students to understand, absorb and apply. Relevant English knowledge. In addition, the flipping class records the content of the teacher's lectures in the form of video, so that the students can learn independently at any time and any place. In the classroom, the teacher can go deep into each study group and answer the questions with the highest frequency of feedback. It is targeted and purposeful guidance to students, to achieve the teaching philosophy of "teaching students according to their aptitude", to help students better achieve effective access to knowledge and comprehensive deepening, the comprehensive improvement of students' learning effects and teachers' teaching effects.

## **2. Problems in the construction of college English flipping classroom**

### **2.1. Students lack initiative and enthusiasm for learning**

The implementation of flipping classs in college English teaching must ensure that students have certain initiative and enthusiasm. However, from the current point of view, most college English majors lack the interest and passion for English learning, and their autonomy is extremely scarce. Only a small number of students have the ability to learn independently, and student learning attitudes are also a major factor hindering the effectiveness of teaching. Affected by the traditional teaching mode, students have become accustomed to the method of “teacher speaking, student listening”. In a short period of time, this passive learning thinking cannot be reversed. The ability of autonomy and innovation needs to be developed, especially in the process of micro-video learning. Students are unable to achieve a high degree of concentration throughout the class. Therefore, for the reform of college English teaching mode, we should comprehensively consider various factors from multiple angles, increase students' independent innovation and independent thinking ability, guide students to complete tasks independently, and be able to seriously think and actively explore problems and stimulate student's curiosity.

### **2.2. Single evaluation, separate learning and using**

At present, in the teaching of English in major universities in China, the cultivation of students is generally limited to the memory of words, the understanding of grammar and the mastery of listening. The cultivation of students' oral ability is seriously inadequate. The length of oral courses is about one year. The relevant written assessment will directly end the course. Students' learning of English is also purely for various grades. For example, Levels 4 and 6 are ignored when they receive a grade certificate. In the process of entering social practice, you cannot communicate with others in a fluent and smooth spoken English.

### **2.3. Students lack self-confidence**

For most college students, English is accompanied by their entire learning career, from primary school to university. However, compared with other courses, students generally think that English is difficult to learn, and they do not have the confidence and power to learn English. Some students believe that the learning of English knowledge by teaching videos alone cannot meet the requirements of English learning. Only through the teacher's one-on-one classroom knowledge transfer, can they gradually enter the English learning situation and pass the classroom. Communication and communication with teachers promotes the overall improvement of their English. Flipping the classroom teaching mode requires a lot of time to adapt, and lacks the guidance and assistance of the teacher in the actual learning process. It can only look through and find relevant materials, which means that not only the time is wasted, but also the expected learning effect can not be achieved. Therefore, colleges and universities need to collect and adopt feedback from students, and constantly improve the shortcomings and defects in the current flipping teaching mode, and fundamentally improve the quality of English teaching and teaching efficiency.

### **3. Construction strategy for college English teaching flipping classroom**

#### **3.1. Transforming the traditional English information teaching platform of colleges and universities**

First, attach importance to the integration of English teaching resources. The characteristics of the flipping class mode in colleges and universities are fully considered, and combined with the personality characteristics of students, through the reference of modern information technology, the active construction of the information-based teaching communication platform is realized. Re-planning and integrating current English teaching and English learning related resources, taking class teaching videos and teaching fragments as the core components of the entire resource structure system, absorbing and drawing attention to the ten-minute method, thus effectively ensuring the vividness comprehensive of each resource subject, the entire teaching activity class is carried out around a certain knowledge point. Not only can the teaching tasks be completed within the specified time, but also the teaching resources with auxiliary materials such as targeted courseware and practice tests. Under the resource sharing mechanism, before the English course teaching is carried out, the students can arrange the learning time and learning content reasonably with their own plans. In addition, based on the individual learning methods of students and the basic level, the learning process and content are appropriately adjusted. In this way, the access to the individualized learning resources of the students can be broadened. When the classroom learning cannot be carried out on time, no knowledge points will be left behind, no knowledge faults will be generated, and, to a certain extent, realized the comprehensive implementation of personalized teaching and layered teaching.

Second, we should uphold the concept of serving students. In the process of constructing the information-based teaching platform, the communication between the teacher and the students, students and students should be effectively combined with the system communication and discussion functions to enhance the interaction between online and offline. Through the increase of the frequency of communication between each other, college teachers can accurately answer and effectively deal with the questions raised by the students in time, thus achieving the deep integration of different learning links. The construction of modern information teaching platform provides students with good service is its main function. Students always occupy the main position in the whole platform. Therefore, the construction of information-based teaching platform should always adhere to the core role of students, and promote college students to learn in English. The improvement of independent innovation ability in the process fundamentally controls the learning process.

Third, build a student-oriented teaching information platform. The integration of college English teaching flipping class and information-based teaching platform, and comprehensively improving students' English learning effect is the main purpose of information platform construction. However, during the platform construction, teachers should pay attention to the participation rights and control of the teachers throughout the learning process. When students are learning online, the teacher can grasp the student's learning situation in the background, and provide targeted guidance for the later learning content according to the actual learning situation of the students, so that the current teaching strategy can be effectively adjusted and a good supervision effect is formed for the students, quickly adapt to relevant learning tasks and learning progress.

#### **3.2. Enhancing teachers' application skills**

In the construction of college English flipping class, teachers are one of the key construction factors. The overall English teaching quality is closely related to teachers' teaching practice skills.

Under the condition of fully guaranteeing English teaching to meet the needs of information-based teaching construction, improve college English teachers comprehensive professional quality, in order to fundamentally reach the college English flipping class construction standards.

For example, in the process of information construction in colleges and universities, and to ensure the improvement of the overall teaching quality, English teachers should be trained in information skills on a regular or irregular basis to master basic information technology knowledge and modern confidence technology. It is applied to classroom teaching to improve the modernization, intelligence and technology of college English teaching. To study and formulate the standard of information technology application ability of normal students, and improve the information literacy and information teaching ability of normal students. Relying on the national teacher management information system, strengthen the informatization management of in-service teacher training, and build a professional credit "credit bank" for teachers. Strengthen the diagnosis of teacher training needs, optimize the training content, promote the organic integration of information technology and teacher training, and implement a combination of online and offline training.

### **3.3. Increasing capital investment in informatization construction**

In the process of informatization construction of college English classrooms, it is necessary to use sound and complete infrastructure as the basic conditions. In order to improve the current hardware and software facilities of colleges and universities, the capital investment in informatization construction should be further increased. However, from the actual situation, most of the institutions in China have been in a state of precise funds for a long time. In order to effectively alleviate the pressure on the construction of funds, the following two ways can be solved: On the one hand, universities can seek help and support from local government agencies for the government allocates special education construction funds to the school, and can also attract large enterprises to enter the campus through various preferential policies promulgated by the government, and strengthen the alliance with universities, and provide corresponding funds for the information construction of colleges and universities. Universities and colleges have targeted professional talents for enterprises to achieve the goal of cooperation and win-win. On the other hand, universities and universities should strengthen mutual exchanges and cooperation, adhere to the principle of "cooperation and mutual benefit", and jointly build an information education platform to provide a reliable platform for information sharing between universities.

### **3.4. Constructing an informational classroom from the perspective of scientific development**

In the specific deployment process of college English teaching work, it is necessary to meet the relevant needs in the teaching work, and timely construct the corresponding teaching information network, such as intelligent classroom, intellectual network and other informational means. Only in this way can the college English teaching be fundamentally various needs for teaching skills. According to the current actual situation of college English teaching, college English teaching work presents a reverse development trend in the process of deployment, and continuously generates various application requirements related to network information technology. To ensure the smooth development of the overall teaching work, it is necessary to speed up the collection and summarization of information elements in the process of teaching practice, through the construction of informational teaching elements in various ways, combined with the existing deployment of English teaching in colleges and universities to improve teaching. The correlation between the flipping class construction and the information construction is taken as an important construction link to promote the development of English teaching in colleges and universities. The use of

intelligent classrooms, intellectual networks and other informatization means in the teaching classroom has changed the traditional one-way subject classroom mode, forming a dual subject model of teachers and students, increasing the interactive subjectivity of the classroom, truly achieving precise teaching and teaching students in accordance with their aptitude.

#### 4. Conclusion

In summary, further research on the informatization construction of college English teaching flipping class has a direct impact on the improvement of the overall English teaching quality in colleges and universities. At the current stage, the flipping class teaching mode has achieved good results in college English teaching. However, from the perspective of informatization level, it is still in a very lagging stage. It is necessary to accelerate the positive transformation of traditional college English teaching concepts and enhance teachers' information application skills. Increase investment in information construction and build an information-based classroom from a scientific perspective. From a certain point of view, the flipping class in college English teaching in China is not simply changing the order of teaching, but changing the teaching method from the structure, realizing the profound change of education from transferring knowledge to independent development, and should continue to strengthen flip the study of class patterns, jointly explore new models of flipping classes, and find a new way to adapt to the humanistic learning model.

#### References

- [1] Guo Jing. *Integration of Flipping Class and College English Informatization Teaching*[J]. *Campus English*, 201703(18): 186-187.
- [2] Han Rui, Yin Yan-lin. *Research on College English Flipping Class Teaching Mode in the Information Age—Taking College English Class as an Example*[J]. *Journal of Qiqihar Teachers College*, 2017, 17(15): 136-137.
- [3] Li Xiaoyan, Wang Zhixiong. *Feasibility Analysis of the Application of "flipping class" Mode in College English Teaching under the Background of Informationization*[J]. *English Square*, 2015, 03(12): 93-94.
- [4] Song Xian. *Exploring the Combination of flipping class Teaching Concept and College Students' English Learning in the Context of Informatization*[J]. *Education and Teaching Forum*, 2018, 37(35): 231-232.
- [5] Li Muxi. *Thoughts on the flipping class Teaching Mode in College English Teaching in Private Colleges and Universities*[J]. *Journal of Jilin Province College of Education*, 2017, 33(10): 43-45.
- [6] Luo Lin. *Analysis of the Advantages and Disadvantages of the Flipping Class Based on Micro-Class in College English Teaching and Countermeasures*[J]. *Journal of Beijing City University*, 2018, 14(03): 29-33.