

Research on the Design of Higher Vocational English Flipping Classroom Teaching Based on the Application of Rain Classroom

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Abstract: Under the environment of high integration of information teaching and college English teaching, it has become a hot topic to effectively apply advanced teaching platforms, teaching tools and teaching methods, to carry out college English flip classroom teaching and improve college English teaching effect. On the basis of in-depth analysis and design of the teaching elements of vocational English teaching, this paper effectively combines the rain classroom tools with the vocational English flipping classroom, in order to achieve better teaching results.

1. Analysis and design of teaching elements

1.1 Analysis of teaching elements

In the implementation of college English flip classroom teaching based on rain classroom application, the teaching elements involved are mainly analyzed from two aspects: composition and influencing factors. From the perspective of the constituent elements, there are mainly teachers, students, instructional design and assessment. From the perspective of the influencing factors, it mainly includes the purpose of teaching, teaching methods and teaching environment. In the classroom teaching process, it is necessary to fully design and utilize these elements to provide an important guarantee for the improvement of teaching effectiveness.

1.2 Design of teaching elements

1.2.1 Positioning of "teachers, students" dual elements

According to the characteristics of higher vocational students and the goal of English talent training, the vocational English flip classroom teaching based on the rain classroom application should highlight the dominant position of the students and the teachers, and build a student's independent learning, have students' own knowledge and can contribute to participate. Innovative teaching classes resulting from learning, self-learning learning and creative learning.

1.2.2 Design of the dual elements of "teaching design, assessment and evaluation"

In the process of creating and practicing the vocational English flip classroom teaching model based on the rain classroom application, according to the learning characteristics and foundation of the students, we divide and integrate the teaching process and content, specifically:

1.2.3 Design of the three elements of "teaching purpose, teaching method and teaching environment"

In the grasp of the purpose of teaching, it is necessary to highlight the application and practicality of English learning in higher vocational schools; the selection of teaching methods should choose appropriate teaching methods according to the characteristics and teaching content of different classes of students, such as: brainstorming , task teaching method, etc., increase the interaction between teachers and students and students, create an active classroom atmosphere, promote the development of students' critical thinking ability and innovative ability; in the creation of teaching environment and situation, should build a smart phone The mobile communication tool learning environment is characterized by a new mode of vocational English flip classroom teaching based on rain classroom application, which enables students to carry out colorful classroom learning

activities in a new environment.

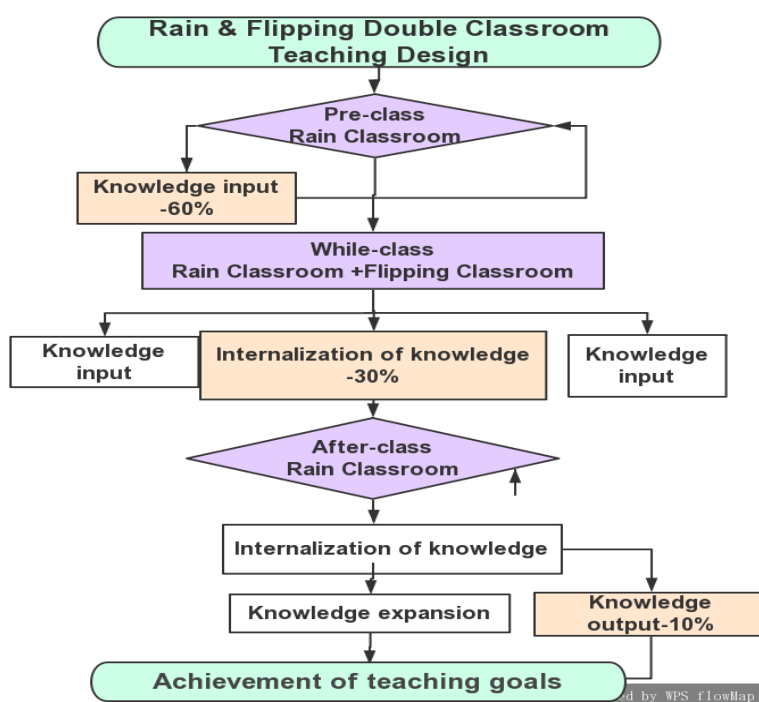


Fig.1 teaching elements

2. The Design of “Rain & Flipping Double Classroom Teaching” in Higher Vocational English

2.1 Preparation of pre-teaching resources

In the design of the teaching content of vocational English flipping classroom based on rain classroom application, the preparation of pre-teaching resources is especially important. Teachers should use the theory of constructivism to collect, select, delete, supplement and effectively sequence the audio and video materials suitable for the classroom teaching of the students according to the teaching objectives and the learning characteristics of each class. In addition to this, the following conditions should also be met:

2.1.1 Ordering of modules

Teachers can design the teaching content of the whole teaching process into different teaching modules. These modules mainly include: pre-study system module, classroom interactive module, after-school review, self-learning and quality development modules.

2.1.2 Environmental stability

In addition to the student's need to hold a mobile phone with WeChat installed, so that you can receive the rain classroom and scan code pushed by the teacher into the rain classroom, etc., for the whole process of college English teaching, you need to install Windows XP SP3 on the all-in-one classroom. , Windows 7 or above + Office 2010 or above, and can have the Internet function of the rain classroom, for teachers and students to use in class. The teacher also prepares some other relevant teaching audio and video materials necessary for the class.

2.1.3 The science of video

After selecting the video for class teaching, the following principles should be met: the length of the video should conform to the student's cognitive rules, the time is not too long, and the long time will make students feel tired; the speech rate should be moderate, and the speed will be too fast. Let students have fears; the content of the video should be consistent with the teaching objectives, as

close as possible to the professional characteristics of the students, which will help students improve their English application ability and teamwork ability; Taking full account of the differences in students' basic and learning abilities, setting the problem of difficulty gradients, not making the problem design too difficult, so that students can not achieve effective output, resulting in self-destructive attitude.

2.2 Conduction and input of knowledge before class

Before using the smart phone and rain classroom for high-level English teaching, teachers need to guide students through simple learning, master the use of the rain classroom, familiar with the relevant learning interface, and understand the basic functions of these interfaces. Teachers also need to give some basic explanations and explanations of the basic information of English classroom teaching, such as pre-classing rain courseware, classroom teaching rain courseware, basic requirements for flipping classrooms, and basic requirements for reviewing rain courseware after class. Make students understand and familiar with the links and task requirements of the entire teaching process.

2.3 Internalization and output of knowledge in class

In the specific process of teachers' teaching of vocational English flipping classroom based on rain classroom application, on the one hand, teachers need to follow the general rules of classroom teaching. At the same time, they also need to consider sending topics such as rain class, random name, barrage, etc. The specific characteristics of the function, combined with the learning ability and learning characteristics of the vocational students, adopt the teaching steps and links that can stimulate the students' interest in learning, and use the time of the classroom to effectively realize the internalization of knowledge in the students' minds. After effective internalization, the knowledge can be accurately understood by students and exported to practical applications.

2.3.1 Use the import link to do a good job

Use topic discussion, video discussion or English songs, cultural appreciation and other forms to select the video and material content that is appropriate to the teaching content to conduct inquiry-based discussion activities, stimulate students' interest in learning, understand the key points of teaching, and do a good job for the output of knowledge. Preliminary preparations.

2.3.2 Classroom organization, good guidance and summary

The classroom organization of college English flip classroom teaching based on rain classroom application generally includes three methods: individual teaching, group activities and concentrated teaching activities. Specifically:

1) Individual teaching: It is a pre-study of the pre-study course for students. A kind of individual-oriented counseling method for individual students with high error rate and students who need special guidance on content control can fully take into account Students' differences, taking care of students with poor foundations, can fully reflect the individualized teaching philosophy.

2) Group cooperative teaching: It is an important teaching form for flipping classroom teaching. First of all, the students in the class are divided into groups of 5-6 people according to the characteristics of the differences in students' learning ability, and the students with the same characteristics are assigned to the unused groups. Secondly, they are completed through group cooperation. In the group task, in the case of solving the task being blocked, the teacher gives the necessary guidance to complete the teaching task together. Group cooperative teaching is a teaching method that can reflect the value of students' individual learning. It is of great help to enhance students' self-confidence and cultivate students' sense of ownership.

3) Concentrated teaching activities: It is the teaching form of the reversal of classroom teaching and the application of testing links. In order to improve teaching efficiency, teachers should summarize and summarize the teaching content, and make constructive suggestions for the breakthrough of difficult problems for students to refer to and use.

2.4 Consolidation and expansion of knowledge after class

The use of rain-based classrooms for college English flip-up classroom teaching, the consolidation and expansion of after-school knowledge is particularly important. After the students' knowledge is consolidated, they can still take advantage of the rain classroom to retain the rain courseware. Anyone can use the rain classroom to review the previous content anytime and anywhere, and communicate with teachers or other students in time to obtain knowledge. Further understanding and deepening, at the same time, teachers can arrange a modest amount of extended problems for students to learn in the rain classroom to further develop students' horizons.

2.5 Teacher's teaching reflection and student's learning summary

2.5.1 Teachers reflect on "teaching" to promote teaching

After the end of the college English flip classroom teaching based on the rain classroom application, teachers should take the initiative to reflect on the teaching, sum up the teaching gains and losses in time, and find out the advantages of using the "rain flip" double classroom teaching and traditional teaching methods. Insufficient, in order to further improve in the future, and also built a teaching and reflection team of teachers, effectively contributing to the successful output of the research results.

2.5.2 Students reflect on "learning" to promote learning

For students, teachers should ask students to use the subjective discussion questions related to the setting in the rain classroom, or use the barrage function in the rain classroom to understand the students' views and real ideas, and cultivate students' critical thinking ability and innovative consciousness. Encourage students to summarize the learning of each lesson, write a simple learning experience, and submit it to the mobile phone of the rain class through the Internet and WeChat. In this way, the teacher can quickly know the specific learning situation of the students, so as to further personalize the specific learning problems of the students.

3. Conclusion

The research in this paper not only makes use of the time and space continuity of smart phone and rain classroom teaching tools, but also helps students to learn in the classroom. It can also extend learning to extracurricular activities and extend to other places, breaking the time and space restrictions of students' learning, and greatly expanding the scope. The scope and vision of the student. The hybrid learning method of "3A" (ie: Anytime + Anywhere + Anyone) in English learning has been constructed to improve students' enthusiasm for learning and self-learning ability. At the same time, it also enhances the teacher's ability of informatization teaching, enhances the "student-centered" education concept, improves the teacher's academic quality and teaching and research ability, and achieves a win-win situation for teachers and students in vocational English teaching.

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