Evaluation and Suggestion on the Application of "Rain-Flipping Double Classroom" Teaching Mode in Higher Vocational English Teaching

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Abstract: This paper uses the combination of interviews and questionnaires to investigate the views of 135 students and 5 teachers in higher vocational schools on the teaching mode of "rain-flipping double classroom" and the evaluation of teaching process and teaching results. Studies have shown that most teachers and students have a positive attitude towards the teaching model, and the positive impact of the new teaching model on its teaching. Learning process and results is greater than the negative impact. In the process of teaching and learning, it has the greatest influence on the teaching content, which encourages teachers to highly integrate the teaching content. The main impact on the teaching results is to stimulate students' interest in learning, develop good learning habits and make teachers' teaching design ability. The ability to research and the ability of students to learn independently can be improved. The negative impact of the teaching model is mainly due to the increase in the application and teaching workload of mobile phones, which has led to some sorrow and anxiety of teachers and students. Based on the research findings, this paper puts forward practical suggestions for the application of the rain classroom and the flip classroom in vocational English teaching, in order to provide reference for vocational English teaching.

1. Introduction

In order to speed up the pace of information technology reform in English teaching in higher vocational colleges, we successfully applied the rain classroom teaching tools in the teaching of higher vocational English, and deeply integrated it with the flip classroom teaching of higher vocational English. Constructed and practiced the teaching mode of "rain-turning double classroom" in higher vocational English. In the two years of teaching practice, from the basic reflection of teachers and students in the investigation process and the analysis of the survey results, teachers and students have evaluated the application of the "rain double classroom" teaching mode to vocational English teaching. At the same time, relevant suggestions were also put forward.

2. Student's application evaluation, main results and recommendations

2.1 Student's application evaluation

2.1.1 The low participation of students in classroom activities

Many students have reflected that the use of smart phones and convenient lightweight teaching tools---the application of rain classrooms in vocational English has greatly improved students' enthusiasm for English learning. The use of traditional mode teaching has improved a lot. Specifically, students like to use familiar smart phones for basic operations, proficient in searching for questions and answers; students like to use smart phones to conduct pre-class preparation and post-class consolidation review through the rain classroom; students like to use smart phones and rain classrooms to have English discussion activities and so on.

2.1.2 The less interest in learning

According to the survey results, 56.4% of the students believe that the application of smart phones and rain classes to college English flip classroom teaching greatly stimulated the interest in learning English, and only 10.2% of students hold the opposite opinion. 32.5% of the students think that they can concentrate on college English when using smart phones and rain classrooms, while only 16.8% of students think that it is easy to cause distraction. These students think that learning content is the decision to learn attention and learning effect. major factor. 51.6% of the students believe that the introduction of smart phones and rain classrooms into college English flip classroom teaching can effectively improve the learning efficiency of English and hold a positive attitude towards mobile learning. At the same time, the college English flip classroom teaching based on the rain classroom application makes students not only fully prepared for knowledge, but also makes students more willing to participate in the classroom activities. It is for this reason that the college English flipping classroom can be effective. Improve students' English application ability and overall level.

2.1.3 The poor ability to think and cooperate

In the process of teaching college English flip classroom based on rain classroom application, we found that both online and offline, the depth and breadth of students' thinking on the problem are improved compared with the previous traditional teaching, and the speculative ability is significantly improved. . During the interview, many students said that they would review the answers discussed in the classroom, and they will collect relevant information to verify and think again. Therefore, in-depth thinking makes the depth and breadth of students' thinking develop to varying degrees. At the same time as the level of cognition has increased, more importantly, it has also developed in terms of personal conduct and innovative spirit.

In the flipping classroom, students have more opportunities for communication, expression and cooperation, so that students truly become the "masters" of the classroom. Students can also get positive help from group members while sharing their opinions. While reflecting the value of personal learning, it shows a strong sense of teamwork.

2.2 The main results of the students

Through the research of this subject, the classroom teaching reform of college English has been promoted in depth, the teaching structure has been optimized, and the comprehensive innovation of college English teaching mode and intelligent teaching has been realized, which has greatly

improved the teaching effect and teaching quality. In the past two years, higher vocational students have taken the 4th and 6th grade examinations, and their per capita scores, improvement rates, pass rates, and excellent rates have improved compared with previous years. They have achieved excellent results in the national college English competitions, including 2018 national college students. In the English competition, there are 2 first prizes and 9 second prizes.

2.3 Recommendations for the implementation

While most students affirmed the effect of the college English "Rain-Flipping Double Classroom" teaching, some students also put forward suggestions on the application of smart phone, rain classroom and flip classroom in college English teaching.

2.3.1 To improve network stability

In the survey, through interviews with students, it was found that most of the students believed that in the process of using the rain classroom for college English flip classroom teaching, the mobile wireless network was too slow and unstable, and the screen was too small to operate inconveniently. Factors have had a significant impact on English learning. It is difficult to change the screen of a smart phone too small, but the network problem needs to be overcome by the school to increase technical input and transformation.

2.3.2 To enhance the accuracy of teaching goal positioning

Some students feel that they have a certain degree of passiveness in learning in the process of teachers using the rain classroom for college English flip classroom teaching. This requires the teacher to give a clear explanation of the learning objectives of the course at the key points of the lecture, and to pay attention to students who have a poor sense of target, and at the same time, to further help students strengthen the whole process of English teaching. The planning of learning makes students know what they are doing in the process of learning.

2.3.3 To explore the rationality of mobile phone application

Some students suggest that smart phones and rain classes are just tools for English classroom teaching. Teachers or students should not rely too much on the mobile phone itself. For example, students should use their smart phones to search for words or sentences without using them on the Internet. Instead, they should Try to think about whether this word or sentence pattern will be in the end, and it will not be searched.

3. Teacher's application evaluation, main results and suggestions

3.1 Teacher's application evaluation

Using the rain classroom to carry out the mixed teaching and flipping classroom teaching of college English, the students' learning interest and learning initiative are obviously improved, the classroom participation is also improved, the teaching work of teachers becomes relatively easy, and the teaching is more Invested.

Using the rain classroom to carry out the mixed teaching and flipping classroom teaching of college English, the requirements for teachers' teaching ability are higher. Teachers should not only carefully prepare the teaching content, but also strive to cope with the various problems raised by students from various angles and aspects; and also need to improve the various operational

capabilities of mobile devices, and each lesson must fully conceive the entire teaching process, and strive to each A teaching session needs to be effective.

Using the rain classroom to carry out the mixed teaching and flipping classroom teaching of college English, not only can students learn more English knowledge and skills, but also deepen the relationship between teachers and students and students through learning and interaction. To make this relationship more harmonious and intimate, and better help the students to establish a group spirit of friendship and mutual assistance.

3.2 The main achievements of teachers' teaching and research

3.2.1 Improve the subject quality of teachers

Through the research of the subject, the organization and design ability of teachers' teaching has been improved. Only teachers can fully grasp the content knowledge structure of a unit and the relationship between knowledge points, so that the content before, during and after class can be scientifically and rationally designed. Teacher Liu of the project pointed out that the "Rain-Flipping Double Classroom"teaching model puts forward higher requirements for their own teaching. In the process of teaching design, what needs to be considered before the class? What content can be expanded after class? To dig deep into the teaching materials, you should be familiar with the difficulties and key points of the teaching content, design the flipping classroom activities with difficulty gradients, and try to estimate the problems that may arise in the students' learning. The process of teaching design is the process of improving teachers' professional quality and teaching ability.

With the deepening of the research work of the subject, the teachers pay attention to the student-oriented, comprehensive implementation of quality education, from the choice of education to "people-oriented." Since teachers respect students and trust students, they have established an equal and harmonious teacher-student relationship with students. In the process of teaching, it broke the traditional one-word phenomenon, created an open, harmonious and democratic teaching environment, and improved the comprehensive cultivation of students' ability of listening, speaking, reading and writing. In teaching, teachers consciously use educational theory to guide teaching practice, pay attention to student differences, teach students in accordance with their aptitude, and cultivate students' innovative ability, so that education and teaching activities are full of vitality.

3.2.2 Enhance the "student-centered" concept of education

The research of this subject has enhanced the teacher's "student-centered" education concept of college English teaching. It has changed the phenomenon of "one language hall" and "full house irrigation" in traditional English teaching. By flipping the activities of classroom activities, we created an open and harmonious relationship between teachers and students, built a bridge of communication between teachers and students in and out of class, and created a community of teachers and students in college English teaching.

3.2.3 Promote the development of teaching and research capabilities

Through the research of the subject, it not only improves the effect of college English classroom teaching, but also greatly stimulates the enthusiasm of college English teachers in applied undergraduate colleges for education and scientific research, promotes the career development of reflective teachers, and enhances the research ability of teachers. And level. On the one hand, in the course of research, the research team members actively thought and practiced, accumulated the teaching practice experience papers, and have published them; the members of the research team

actively applied for scientific research projects and achieved rich results in combination with teaching practice; The research work of the subject has trained a group of teachers with high level and high teaching quality, and won many professional development awards and honorary titles.

3.3 Recommendations for Teacher's implementation

In order to better improve the teaching effect of college English flip classroom based on rain classroom application, we should attach great importance to the optimization of teaching content. It is suggested that a unique learning content should be selected, with a certain knowledge point as the core, enrich the specific teaching content, fully integrate the teacher-student interaction, and play the role of the student's independent learning subject and the teacher's guiding role;

Teachers should give full play to their main body and guiding role. To actively control the teaching process, do not let the students do it themselves, or let the students learn through the smart phone; at the same time, the teacher is very important to the design of the teaching content, only the teacher design the wonderful teaching content and teaching process, the student's Learning enthusiasm can be mobilized more effectively.

Teachers should give full play to the role of smart phones. Design a mobile learning mode based on interactive methods such as WeChat, Weibo, QQ, link browsing and video calling, make full use of the English learning software APP in mobile phones, expand the channels for students to learn English independently, and make the content and form of English classroom learning become Colorful.

Teachers should brainstorm and design and implement a new model of college English flip classroom teaching based on rain classroom application. Use the rain classroom to carry out teaching activities to realize the dataization of the whole process of English knowledge push, teacher-student interaction, knowledge sharing and learning effect monitoring.

Arrange the self-learning time in teaching practice and the time allocation problem of flipping classroom teaching according to the academic situation. The students in each class have different academic conditions. The difficulty of flipping classroom activities should be arranged according to the students' academic conditions. The purpose of the students' knowledge is to be effective, and the content should not be too difficult or too easy.

4. Conclusion

In summary, we can see that the application of the "Rain-Flipping Double Classroom" teaching mode in vocational English teaching is of great benefit to the development of students, teachers and schools. For students, the change of teaching mode improves students' self-learning ability and cultivates students' sense of collaboration. For teachers, the application of the rain classroom provides a convenient understanding of the students' learning status and deep reflection on their own teaching. In terms of the comprehensive promotion and application of the rain classroom teaching tools, it is an active advocacy of the school's intelligent teaching.

Acknowledgements

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