

Research on English Teaching in Higher Vocational Colleges Based on Flipped Classroom Model

Li Wang

Jiangsu Maritime Institute, 211170, Nanjing, Jiangsu, China

Email: Nature972@163.com

Keywords: Flipped Classroom Model, Vocational Colleges, English Teaching

Abstract: the Disabled Classroom Model is an Educational Activity in Which Teachers and Students Change Their Roles, Design New Teaching Programs, Use Various Educational Resources on the Internet, and Effectively Improve Students' Enthusiasm and Learning Efficiency. the Application of Flipped Classroom in English Teaching Has a Certain Practical Foundation, Which Requires Teachers Who Are Good At Finding Problems, Continuous Improvement and Optimization. the Application of Flipped Classroom Model in College English Education Aims to Provide Specific Reference for People.

1. Introduction

Flipped Classroom is a Kind of Classroom Model Based on Information Technology. the Roles of Teachers and Students Are Exchanged, and Students Are Taught to Make Forms and Interact. Focusing on the Students' Autonomous Learning and Adopting the Individual Learning Method with Students as the Object, It Has Become the Main Topic of Teaching. Learning Knowledge While Learning Effective Methods. in College English Teaching, It is Very Important to Apply Flipped Classroom Model Flexibly, Which Can Greatly Improve the Teaching Level. Therefore, It is Necessary for Teachers to Actively Explore the Application Strategies of Flipped Classroom Model.

2. Problems in English Teaching in Higher Vocational Colleges

2.1 Students' Learning Effect is Not Ideal

Table 1 Survey of Basic Information of Students

Survey items	A	B	C	D
College entrance examination English scores	0-40	40-60	60-90	90-100
Percentage	21	73	9	0
English learning before entering university	First semester	Second semester	The third semester	The fourth semester
Percentage	18	21	34	64
English learning time after class every day	Hardly any	Less than 1 hour	1-2 hour	More than 2 hours
Percentage	36	42	19	9
Effect evaluation of personal learning methods	Very nice	Good	Difference	Very poor
Percentage	5	16	55	29

The English level of college students is uneven. Many students lack interest and enthusiasm in learning English. They didn't develop good learning habits in the previous research, and their motivation for learning English was very poor. Many higher vocational students do not have their own research and career planning, their English learning objectives are vague, and they do not link their English learning to their own career. English learning has not been paid enough attention and lacks enthusiasm [1]. Moreover, some students want to learn English well, but they don't know how

to learn English well. Their English learning ability is relatively low. And that is related to their ability to improve their English application. Some students prefer to learn English. In order to find a good job in college, they do not study English subjects, but actively learn English knowledge.

2.2 Teachers' Teaching Ideas Are Relatively Backward

From the current situation, the orientation of English education in Colleges and universities is not correct, and the teaching concept of English teachers is not in place[2]. In the actual English education, teachers still use the traditional education mode. They mainly teach and control. Students are in the state of passive learning, the main body of the classroom is teachers. It is difficult for the student to learn English. Connect to reality[3]. Teachers lack of long-term English education objectives, only pay attention to the explanation of English knowledge, inculcate all kinds of English words, English words, English grammar, and neglect the cultivation of students' English ability. Moreover, some English teachers do not know enough about students' professional knowledge, do not combine with students' professional teaching, and the teaching content does not highlight students' professional characteristics. Moreover, it will lead to the severance of education and English training.

3. The Transformation of Flipped Classroom to Traditional Classroom

3.1 Role Reversal of Teachers and Students

In the past English teaching, teachers regarded themselves as classroom instructors, focused on the explanation of their own knowledge, and ignored the learning situation of students, which was the result of less guidance. In addition, the whole exchange between teachers and students reversed the process of education. In the cross mode, students no longer receive knowledge passively, but study actively and learn relevant materials before class. In the classroom, several learning questions and difficulties are discussed[4]. The teacher explains all the knowledge points in detail. The students communicate with each other. There are more effective questions and problems between the students to solve their independent learning. In the cross classroom, students can ask questions they don't understand and teachers can answer them. Turn the classroom to give students more time to study and think, help teachers understand the internal relationship between different knowledge, help students actively solve the problems encountered in the process of self-learning. From this point of view, the identity between students and teachers is destroyed. Then, the theme state of students is restored in the classroom.

Table 2 Survey of Students' Demand for English Learning Satisfaction

Survey items	A	B	C	D	E
English courses can meet your needs	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	4	11	24	46	15
Satisfied with the current teaching methods of Teachers	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	12	27	25	25	16
The professional quality of teachers can meet my requirements	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	56	36	6	0	0
High frequency of use of multimedia and network materials	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	6	7	16	47	23

3.2 Reversal of Teaching Form

Flipping the classroom reverses the subjectivity of teachers and students. Before class, teachers learn videos, provide learning materials to students, and set learning goal for students. In the classroom, teachers can't teach students knowledge in person, but students' communication may be based on students' confusion and problems in class[5]. In the discussion, solve the questions in mind

and explain some classic problems and knowledge points. Teachers put forward learning requirements, teachers collect information under the requirements of teachers, carry out self-learning, so as to form their own knowledge system, and integrate and improve knowledge through teachers' explanation. In class, most of the time is spent on students' thinking and communication. It emphasizes the subjectivity of students' learning and the process of students' learning, instead of teachers' lectures, which can deepen students' understanding of knowledge. In addition, the use of cross classroom model to learn, students no longer listen to learn knowledge, but through practice to learn knowledge, enhance the actual learning effect, help students form a complete knowledge network.

3.3 Reversal of Classroom Interaction

In the traditional teaching mode, the classroom is the link of the teacher's teaching. In the whole class, the teacher is explaining all kinds of knowledge in part of the time, while the students are all listening passively[6]. The interaction mode between teachers and students is very few, and the students are not the protagonists of the classroom. Under the flipped classroom mode, the opportunities of interaction and communication between teachers and students increase. Teachers organize students to collect information and learn knowledge through exploration and communication. Teachers usually also participate in communication and discussion to help students integrate and summarize the collected knowledge. Flipped classroom requires students to put forward their own doubts and learning problems. Teachers actively solve them, strengthen the interaction between teachers and students, increase students' trust in teachers, and also shorten the distance between students and teachers, so that teachers can understand students' ideas and actual learning situation, so as to carry out teaching activities with more pertinence.

4. The Application Advantages of Flipped Classroom Model in English Teaching in Higher Vocational Colleges

4.1 Students as the Main Body

In order to achieve a good teaching effect, we should stress the students' learning subjectivity in English teaching class, while the flipped class highlights the students' subjectivity. Modern education requires teachers to highlight the dominant position of students, which requires teachers to change the traditional teaching mode of teachers' explanation and students' listening. Under the flipped classroom model, teachers become the guide of learning. Before class, they provide students with materials of independent learning[7]. Students learn independently. In class, they also ask questions from teachers. This kind of teaching mode not only highlights the students' subjectivity, but also allows teachers to carry out teaching according to the students' actual mastery of knowledge, which is also conducive to the improvement of teaching effectiveness, and can better cultivate students' independent learning ability, so that students can acquire the ability to learn knowledge, which is of great significance to students' future career development.

4.2 Free English Teaching from Time and Space Constraints

Under the traditional teaching mode, English teaching is limited by time and space, which leads to the limited time and poor effect. Flipped classroom makes teaching time and space unlimited[8]. Teachers require students to learn relevant knowledge points before class, and students can watch Related videos and other learning materials repeatedly, which greatly extends the learning time of students. In the classroom is also an important stage of students' learning and communication, teachers need to answer students' difficulties in the process of autonomous learning. After class, students need to consolidate the knowledge they have learned in class[9]. Teachers will also organize students to communicate through the Internet and use the knowledge they have learned in class. Therefore, the application of flipped classroom in English learning breaks through the limitation of teaching time and space.

4.3 Strengthen the Communication between Teachers and Students

Under the traditional teaching mode, the communication between students and teachers is less. Most of the classroom time is used by teachers to explain knowledge. There are few opportunities and short time for communication between teachers and students. The flipped classroom is mainly based on the communication and discussion between students. The teacher mainly arranges students' discussion for the places that students do not understand or have doubts in the process of autonomous learning, so that students can answer doubts in the discussion, deepen students' understanding of knowledge, so that the classroom is no longer a platform for teachers to explain knowledge, but a platform for students to exchange and learn. In a word, flipped classroom makes the communication and discussion between students increase, makes students deepen the understanding of knowledge in the discussion, and creates a good exploration atmosphere and learning atmosphere.

5. The Application of Flipped Classroom Model in English Teaching in Higher Vocational Colleges

5.1 Design Video Teaching Content Before Class

The first link of flipped classroom mode is students' self-study before class, and teachers should make full use of information technology to design video teaching content before class, and provide students with self-study materials before class. From the current situation, most of the English Teaching in higher vocational colleges is mainly based on books and textbooks, and the teaching activities are carried out in combination with the specific majors of students. Therefore, when designing the video teaching content before class, teachers should start from the textbooks, and consider the specific majors of students and the actual learning situation of students, so as to achieve clear thinking and focus. Modern education puts forward higher requirements for teaching content, so the video teaching content designed by teachers should not only include the English related knowledge points in the teaching materials, but also add some practical content in combination with the actual situation of students. The teaching content should be novel and refined, so as to stimulate students' interest in learning, let students devote themselves to self-study before class, and actively think about it, to explore. Teachers can find the required teaching resources through love courses, excellent course websites, etc. as a reference, and make appropriate modifications based on the actual majors and learning situations of students, so as to make more targeted teaching videos by themselves. The pre class video teaching content designed by teachers should be able to meet the learning needs of students at different levels, and determine the teaching content and learning objectives at different levels for different students to choose.

6. Conclusions

Flipped classroom model is a new type of teaching model, which has been applied to the English Teaching of higher vocational education. It has flipped the roles of teachers and students, classroom forms and interactive activities, highlighted the learning subjectivity of students, and given students more time from the main learning, which can effectively improve the quality of teaching and improve the learning ability of students, which is of great significance to the future development of students. In the practical application of flipped classroom model, teachers should design pre class video teaching content in combination with teaching materials and learning situation, and complete classroom teaching according to questioning, questioning, inquiry, allocation evaluation and standard test.

References

[1] Xin Guan. (2016). The Design and Evaluation of “Flipped Classroom” English Teaching Model Supported by Micro Teaching. 2016 International Conference on Smart City and Systems

Engineering (ICSCSE). IEEE.

[2] Frederico N Leite, Eduardo Shigueo Hoji, Humberto Abdalla Junior. (2018). A Blended Learning Method Applied in Data Communication and Computer Networks Subject. IEEE Latin America Transactions, vol. 16, no. 1, pp. 163-171.

[3] FAN Shu-hui. (2018). The Study on Demand Analysis in Vocational English Classification Teaching Model. Overseas English.

[4] Hu Guoliang, Huang Meichu. (2017). Measurement of the Flipped Classroom Teaching Satisfaction among Adult Colleges and Exploration of Its Influencing Factors: Based on Empirical Analysis of MOOCs. Journal of Distance Education.

[5] Liu, Zhengyuan. (2017). A Multi-Index Measurement Model of English Classroom Teaching Level in Colleges and Universities Based on Fuzzy System Theory. Journal of Computational and Theoretical Nanoscience, vol. 14.

[6] Xie Dan. (2017). Discussion on Teaching Business English Writing in Higher Vocational Colleges in the Context of Micro Era, no. 9, pp. 81-82.

[7] Zhang, Hongyan. (2017). Three-dimensional Practical Teaching of Tourism Management Specialty in Local Colleges Based on Idea of Cooperative Innovation, no. 2, pp. 73-75.

[8] Deng, xuemei. (2019). Teaching English Learners Decoding Reading Strategies in Vocational Colleges, no. 1.

[9] Chen, you. (2017). On The ISAS Approach to Business English Translation Teaching in Vocational College, no. 9, pp. 216-217.