

Research on the Relationship between College English Flipping Classroom and Mental Health Education in Lacan's Mirror Stage Theory

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Abstract. The traditional model of college English teaching has a lot of problems such as the pressure of classroom management, the enthusiasm of students' participation in class and the difficulty of continuous learning after class. Based on Lacan's mirror stage theory, this paper explores the application of flip classroom in college English teaching, as well as analyzes various aspects of mental health education. In turn, we will cultivate a group of contemporary college students with more complete personality and more comprehensive abilities.

1. Introduction

With the advancement of society, economy and technology, the rise of consumer culture and new entertainment media have attracted students' attention. Students are increasingly impatient with traditional and one-way passive education and lack of teaching feedback. In 2007, two high school chemistry teachers in the United States, Jon Bergmann, and Aaron Sams explored the new teaching model of "Flipped Classroom"[1]. Regular instructional content translates into relatively familiar extracurricular content for students. For example, the teaching content is first produced as a video, and the students are allowed to watch and learn before the class, and the class time is fully used for full discussion. Flipping the classroom with its innovative teaching methods, excellent classroom effects and a wide range of adaptation, it has attracted the attention and emulation of the global education community, even known as the "fourth beginning of the educational revolution"[2]. China has developed many flipped teaching modes in recent years: such as "Chinese University MOOC", "School Online" and "Chinese Motto".

In fact, the construction of college English flipping classrooms has a close relationship with mental health education. Good classroom organization, allowing students to fully participate, discuss, and practice, can help them shape a complete learning subject and achieve the long-term goal of independent learning. The establishment of the learning subject is precisely a very important part of mental health. It is the correct understanding of objective facts (learning) by students and the desire to satisfy their search for truth (to have fun). The author tries to argue that the study of the relationship between college English flipping classroom and mental health education can be explained from the deeper psychological mechanism theory, that is, Lacan's "mirror phase" theory. The "mirror stage" refers to the empirical process of children gradually identifying their body image for 6 to 18 months. [3] This theory emphasizes the crucial role that the "mirror" tool produces in a specific time period in the process of the subject's perception of itself and the outside world. In fact, the cognitive process of students has many similarities with the cognitive process of infants and themselves. Exploring the similarities will help us to deepen the understanding of the relationship between college English flipping classroom construction and students' mental health education.

The following three aspects will be discussed from the aspects of learning subjectivity shaping, flipping classroom teaching design and self-learning ability formation. These three parts complement each other. The shaping of learning subjectivity is the core of college English flipping classroom and university mental health education. The teaching design of flipping classroom involves grasping the psychological acceptance of college students, while the cultivation of independent learning ability is the university flipping classroom. And an important goal of university mental health education.

2. Shaping the subjectivity of learning

The mirror stage refers to the child confirming the "self" through mirroring. The so-called "self", in Hegel's words, "When we look at it more closely, is directly the opposite of itself." [4] which means the opposite of one's self and the other self, and the other person is watching, and the other person is only looking at himself. This cognitive approach is equally applicable to classroom instruction. The key role of flipping the classroom is to transform the traditional boring knowledge into the materials that students like to see through the new media, which is more in line with the psychological needs of the students. Therefore, it can encourage students to learn more actively and help students to establish learning subjectivity. In the study of subjects including college English, the lack of learning subjectivity in students generally manifests in three aspects.

First of all, many students lack the initiative. In the traditional college English teaching process, the lack of initiative mainly has few hands raised, the task completion rate is very low, the operation has obvious completion quality and the probability of plagiarism is high, and the habit of previewing and reviewing is less. Secondly, many of the students with learning consciousness are struggling for learning for a long time. These students have a lot of problems in the preview, there is no way to completely digest in the classroom, and they are constrained by the compactness of the progress of college English teaching. Students can't really understand the knowledge, so it is difficult to achieve the learning goal. In addition, in a non-differentiated classroom, many students with good foundations and good abilities need additional challenges. In other words, teachers should adjust their academic difficulties in a targeted manner.

The psychological state of the students in the classroom must have a close relationship with the individual as a society, directly affecting their emotions, will, interests, personality, needs, motivation, ambition, beliefs and worldview. The Sense of engagement emphasized by the College English Flipped Classroom is one of the effective ways to solve the above problems. By mobilizing students' enthusiasm and participation, improving students' academic performance will effectively shape contemporary college students with more complete personality, and this goal coincides with the goal of university mental health education. The subjectivity of learning emphasizes the students' learning consciousness, the execution ability of the plan, the ability to face difficulties and solve difficulties, and the introspection ability after the learning process and completion of learning. These students are always concerned about the progress of the class and are actively involved in class discussions at any time.

3. Designing teaching processes in Flipped Classroom

As a specialist once said, "Flip the classroom does not mean that your students will only watch the instructional videos. How to involve students in the classroom activities is the key." [5] Therefore, the teaching design of flipping classrooms becomes the key to let students fully participate in the classroom. One point to emphasize is that flipping the classroom is not Online Learning, not equal to Video Lecture, and is not equivalent to pure Blending Learning. Instead, it emphasizes student-centeredness, enhances students' sense of participation, and conducts in-depth thinking before and after class. "Transformation" is the core cheat of flipping classroom instructional design. Next, we will discuss video teaching and peer teaching. This kind of "transformation" is not only a form of transformation but also a change in the ability of the students to accept the heart, in order to achieve a better class effect.

The so-called video teaching in the flipping classroom refers to the re-integration of the textbook content by video, micro-movie and other video forms, so that students can perceive, think and understand the teaching content from multiple directions such as sight and hearing. Coupled with the abundance of questions, answers, discussions, and summaries in the classroom, the learning effect can be greatly increased. In general, the video of the flipping classroom needs to match the following points: the video selection should match the course content, the video length should generally not exceed 15 minutes, and the video teaching purpose is clear enough. In addition, when designing the

video, it is necessary to design the relevant classroom discussion in advance (such as the forms of discussion, time setting of discussion).

Peer teaching is generally divided into seven steps in general college English teaching. 1. Brief introduction of the core content of the class; 2. Students ask the overall question on the basis of the pre-class task; 3. Individual students individually select and answer a question; 4. Other students answer the same question; 5. Teachers announce the correct question The answer; 6. Select a more unique way of thinking to introduce the problem-solving process; 7. The teacher gives a detailed explanation. In this teaching process, teachers need to always adhere to the "sense of problems" as the core of the teaching activities, as well as let the students' attention stay in the process of thinking, discussing and summarizing the questions as much as possible.

All three teaching methods can be explained by Lacan's "mirror stage theory". They use media screens, learning partners and other groups as "mirrors" and use this as the object of "desire". Through video teaching, peer teaching, and game teaching, teachers skillfully transform course knowledge into forms that are more acceptable to students (videos, questions, and games, etc.), thus increasing students' interest and participation in learning.

4. Forming the self-learning ability

The flipping classroom mode is more conducive to the formation of independent learning ability. This is mainly due to the subversive transformation and application of the teaching style, teaching process and teaching space in the flip classroom. Explaining from Lacan's "mirror stage theory" is to use the student's learning environment as a "mirror" for students' cognition and self-learning awareness and ability, so that students are willing to learn and enjoy.

First of all, the biggest attraction of flipping the classroom is to transform the teaching content into a form that students like to see. The "Remembering > Understanding > Applying > Analyzing > Evaluating > Innovation > Creating" is emphasized by the traditional classroom. "Innovation > Evaluation > Analysis > Application > Understanding > Memory". It can seem that the traditional teaching mode is more of a test-oriented education. Students can only passively accept the boring knowledge of one-way, while the flipped class emphasizes that students evaluate the teaching content based on an innovative model and discuss specific problems. In practice, a deeper understanding of the inherent logic and essence of the problem would be formed, so the memory of the knowledge is more profound and solid. On this basis, a solid knowledge reservation is very helpful for the formation of students' independent learning ability.

What's more, the flipping classroom has evolved from an innovative process of "teaching to learning" to "learning from teaching". In the process, the traditional teaching relationship, teaching mode and teaching effect have undergone dramatic changes. For example, students become teachers in some degree in peer-to-peer teaching, and teachers become instructors and instructors. Undoubtedly, it can greatly stimulate students' interest in learning and facilitate the development of a good learning atmosphere and learning culture. In this relaxed and free learning environment, students' self-learning ability will naturally increase substantially.

In addition, the space used to flip the classroom is more flexible and in place. In the traditional classroom, students can only choose to change their seats, and they must always be centered on the teacher. The focus needs to stay on the teacher. The flipping classroom emphasizes "student-centered", and the setting of classroom space always surrounds students, such as setting round-table group discussions, two space arrangements for learning partners, and even allowing students to freely choose the location of any classroom (including Podium, window, etc.) to discuss. This will help students gain the subjectivity of learning and improve their ability to learn independently.

University mental health education is also very concerned about the students' acceptance of the learning environment and the ability of teachers to transform the learning environment. A well-behaved student needs to have a clearer understanding and acceptance of the environment in which he or she lives. They can have certain ability to improve or transform the living environment. The

role of teachers in this process is critical, and they play a crucial part in the impact of students' self-directed learning abilities.

5. Conclusion

Lacan's mirror stage theory can explain the relationship between college English flipping classroom and university mental health education. The fundamental reason is that they all pay attention to the subjectivity construction of individuals, emphasizing the correct understanding of personal integrity in college students' study and life. And through different forms of learning, students may acquire cognitive of reality and the ability to cope with practical difficulties.

College English flipping classroom has a close relationship with university mental health education. Both have synchronicity (mainly for college students), goal consistency (both emphasize the construction of student subjectivity) and influence persistence (even lifetime impact). Therefore, college English teachers and university mental health education teachers should be aware of the relevance. On this basis, we will increase exchanges and work together to cultivate contemporary college students with sound personality and active learning.

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