

# *Research on the Reversal Classroom Teaching Model of Public English Course in Higher Vocational Colleges Based on Micro-Course*

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**Abstract**—In order to cultivate English talents who can adapt to the society, higher vocational colleges and universities have introduced the teaching mode of flipping classroom into the public English curriculum. After applying the reversed classroom teaching model to the public English classroom in Higher Vocational colleges, it greatly stimulates students' interest in learning, improves students' learning effect and promotes the teaching level of public English teaching in Higher Vocational colleges. This mode helps colleges and universities to cultivate talents adapted to social needs. Through a brief description of the specific connotations of micro-class and flip-flop classroom teaching mode, this paper analyses the problems existing in the current public English classroom teaching in Higher Vocational Colleges in China and the advantages of using flip-flop classroom in public English classroom teaching in Higher Vocational colleges, and probes into the implementation of flip-flop classroom teaching in public English classroom of higher vocational colleges.

**Keywords**—Internet technology; Informatization; Public English in Higher Vocational colleges; Flip classroom; Micro class

## I. INTRODUCTION

Public English is a compulsory course in English courses of Higher Vocational Colleges in China. It can effectively improve students' English knowledge and related English skills, broaden their horizons and increase their competitiveness in the job market. However, the traditional teaching mode is still used in most vocational colleges in China. This leads students to feel bored and totally uninterested in learning English knowledge. This is also the reason why the teaching level of public English in Higher Vocational Colleges in China is generally low. With the development of the times, Internet technology is also developing continuously. Internet technology has also been adopted in the educational model in China. For example, in the public English classroom teaching of some vocational colleges and universities in our country, the teaching mode of flipping classroom has been introduced. This teaching mode of using Internet technology has successfully raised students' interest in English learning, thus making the public of Vocational Colleges and universities in our country. The quality of Common English teaching has been fundamentally improved.

## II. THE CONNOTATION OF MICRO-CLASS AND REVERSAL CLASSROOM TEACHING MODEL

What is micro lesson? The so-called micro-course is a kind of micro-course made by using Internet technology. Its miniaturization is embodied in two aspects. One is the miniaturization of time. The Mini-class usually lasts no longer than ten minutes. Some of the most mini-classes have only one minute, which makes students more flexible in learning and more profound in memory of knowledge. Second, the content of the video is miniature, and the content of the micro-lesson is relatively small. Generally, it contains only one knowledge point, which is conducive to students' in-depth understanding of a knowledge point and strengthening their memory, so that students can have more pertinence in the process of learning. With the continuous development of Internet technology and various software updates, the mode of making micro-lessons by teachers is changing constantly. In order to improve students' interest in learning, teachers usually make micro-lessons into videos with visual aesthetics, in order to attract students' eyes and promote students' autonomous learning. The application of micro-classes can enable students to check the leaks and make up for the deficiencies in the knowledge they have learned in class in a timely manner. At the same time, they can use micro-classes to review the knowledge they have learned in a timely manner, and even watch it repeatedly, which can greatly improve the learning effect of students and greatly improve the teaching quality of schools.

So, what is the flip classroom teaching mode? The so-called flipped classroom is to use micro-class and mu-class as technical means to use the shortest time in the classroom to carry out efficient teaching methods. Flipping classroom teaching can help students preview before smashing classes and pave the way for the smooth progress of the classroom. Every student's life background is different, and the acceptance of knowledge may also be on the same level. Reversal classroom teaching can enable students to give timely guidance to students before learning new knowledge, so that students are at a relatively uniform level. It not only promotes the individualization of students in schools. Training also promotes the smooth development of classroom teaching. In the classroom, flipping classroom teaching requires teachers to regard students as the main body of learning. While imparting knowledge, teachers need to set up situations to encourage

students to participate in the classroom atmosphere, which is conducive to the cultivation of students' oral skills, thinking divergence ability, sense of teamwork and so on. The simple point of flipping classroom teaching mode is that it is a teaching method to stimulate students' interest in learning by using micro-lessons, so as to improve students' learning effect.

### III. PROBLEMS EXISTING IN PUBLIC ENGLISH CLASSROOM TEACHING IN HIGHER VOCATIONAL COLLEGES

#### A. *The traditional teaching mode is single*

Quality education was put forward in our country very early. Quality education requires educators to regard students as the main body of learning. But at present, teachers in many vocational colleges in China still use traditional teaching methods; still regard themselves as the main body of learning, so that students are in the passive position of learning. In the classroom of English teaching, teachers blindly impart grammar knowledge, so that students memorize words, sentences, grammar and other related English knowledge by rote. Teachers only let students practice boring and repetitive exercises to deepen their memory. Such a single teaching mode has seriously hindered the development of students' personality and greatly reduced their interest in English learning. This has seriously affected the quality of English teaching in Higher Vocational Colleges [2].

#### B. *Students lack interest in learning*

At present, the students of Higher Vocational Colleges in China are deeply influenced by the traditional teaching mode. In English class, students rely entirely on teachers' explanations when they learn knowledge. Teachers do not carry out relevant extension of knowledge, and students seldom think about difficult and important knowledge, waiting for teachers to put forward this knowledge and copy it again. It is precisely for teachers to use the traditional teaching mode in class, which leads to the gradual decline of students' interest in learning English and the lack of initiative in English learning. But in the English class of Higher Vocational Colleges and universities, the teaching mode of flip classroom has been introduced, which greatly promotes students' interest in English learning. In the flip classroom, students need to participate actively and discuss intensely, and finally master the knowledge they want to learn. Such a teaching model not only makes students the main body of learning, but also cultivates students' ability of thinking divergence and oral communication, which is conducive to students' future development.

### IV. ADVANTAGES OF ENGLISH FLIP CLASSROOM TEACHING IN HIGHER VOCATIONAL COLLEGES AFTER MICRO-CLASS

#### A. *Enhancing students' interest in English learning*

The application of flip classroom teaching mode in public relations English course in higher vocational colleges can greatly stimulate students' interest in English learning. In the mode of combining micro-class with flipped classroom, teachers can use Internet technology to make micro-class and carry out flipped classroom teaching in the classroom. In order

to attract students' attention and increase students' participation in the classroom. When making micro-lessons, teachers should combine students' current interests and hobbies and focus on the content of English knowledge in teaching to produce different styles of micro-lessons. Such micro-lessons can promote the smooth development of classroom teaching mode. Such micro-classes can greatly stimulate students' interest in English learning [4]. For example, in the aspect of pre-class preparation, teachers should make use of the Internet in advance to find teaching videos related to the new knowledge they want to teach, and make appropriate adjustments and modifications. Then teachers should use the Internet communication platform to transmit the teaching video to the platform, so that students can preview the new knowledge they want to learn in the next lesson through video after class. At the same time, in order to detect students' preview situation, teachers can arrange some related questions on the communication platform for students to answer. Students can also communicate with their classmates and teachers through the communication platform, which can cultivate students individually. In English classroom, teachers can make use of pre-made micro. In the beginning of the class, the teacher should explain the purpose of the class to the students, so that the students will not feel confused in the process of exploring knowledge. After that, the teacher can set up some situations to let the students do situational oral exercises, and the students can use their basic knowledge to do the situational oral exercises. As well as situational dialogue before class, teachers can correct students' problems in time and give detailed explanations to difficult knowledge teachers. Such teaching can not only increase students' classroom atmosphere in learning English, but also cultivate students' oral communicative competence and enable students to learn English. Enough autonomous learning in the process of learning English. This will undoubtedly improve the quality of English teaching in Higher Vocational colleges.

#### B. *Effective cultivation of students' autonomy in learning*

With the progress of the times, the demand for English majors is getting higher and higher. Teachers in higher vocational colleges can no longer use the traditional teaching mode to train and educate English majors. The traditional English teaching mode only focuses on students' mastery of basic knowledge of English, such as: memorizing words, mastering reading comprehension questions, practicing composition, etc. But these requirements are now the most basic requirements for English majors. In the new era, English majors are required to have all-round development of listening, speaking, reading and writing in English. In order to cultivate high-quality English talents, colleges and universities should cultivate students in all four aspects. To truly enable students to accept the knowledge taught by schools, schools should do everything possible to improve students' autonomous learning ability. The use of the flipped classroom teaching mode in public English classes in Higher Vocational Colleges greatly improves students' autonomy in English learning. Teachers make pictures and texts of micro-lessons in combination with students' interests, which successfully attracts students' attention and enables them to actively learn English. For example, in the classroom, some students' attention is easily

diverted. Teachers can use micro-class videos to make students focus on videos, and then effectively enable students to participate in the classroom atmosphere. In the classroom, teachers can ask questions and create situational patterns around relevant English knowledge. Let students discuss in groups, so that not only can activate the classroom atmosphere, students' listening, speaking and reading abilities are also timely exercised, while the sense of teamwork is also subtly penetrated into the hearts of students, so that students' comprehensive quality has been greatly improved.

#### V. HOW TO IMPLEMENT THE CLASSROOM FLIP TEACHING MODEL IN THE PUBLIC ENGLISH CLASSROOM OF HIGHER VOCATIONAL COLLEGES

##### A. *Pay attention to choosing the content of making micro-lessons*

Micro-lesson is the most important carrier of flipping classroom. If we want to put the flipping classroom in place, we must strengthen the importance of micro-lesson. The specific content of micro-lesson will directly affect the learning effect of students. Therefore, English teachers in higher vocational colleges should pay special attention to the selection of micro-lesson content when making micro-lessons. They should not randomly make up a number of knowledge points. In order to make the English majors trained in Higher Vocational Colleges adapt to the development of society, English teachers in higher vocational colleges should select the hot test points of English knowledge when choosing the content of micro-courses, and explain the relevant key and difficult knowledge in detail. Each micro-lesson video is included. Only one knowledge point is explained, and the content cannot be more than 10 minutes. This mini-teaching video can make students understand the knowledge point more thoroughly, and the memory of knowledge will be more profound [6].

##### B. *Focus on the production of micro-courses in public English classes in Higher Vocational Colleges*

In order to apply the flipped classroom teaching mode in the public English teaching classes of Higher Vocational colleges, teachers should first be trained in micro-class making. Because the flipped classroom is built on the basis of micro-lessons, without exquisite micro-lessons, it will not be able to implement the flipped classroom smoothly. At present, with the continuous development of Internet technology and the rapid development of software technology, the way of making micro-lessons can be described as diverse. At present, the two most commonly used methods are video recording and video recording. The so-called video production micro-lesson refers to a teacher using chalk or pen and paper to explain a certain knowledge point of English, another teacher holding a mobile phone besides the video recording, the teacher explained that knowledge point for video recording, this use of video production micro-lesson; teachers need to accurately grasp the time. At the same time, the teacher's environment should be

relatively quiet; otherwise the sound effect recorded will be very bad. The use of video clips to make micro-lessons means that teachers use PPT to explain relevant English knowledge points. To make micro-lessons, they only need to use video clipping software to edit the content of teachers' explanation [7]. No matter how to make micro lessons, teachers should think from the students' point of view to explain the knowledge in the most popular language, so that students can easily understand the content of knowledge points.

#### VI. CONCLUSION

To sum up, the teaching mode of public English classes in Higher Vocational Colleges in China combines flipped classes with micro-classes. It can greatly stimulate students' interest in learning English, cultivate students' listening, speaking, reading and writing abilities in English in an all-round way, cultivate students' spirit of solidarity and cooperation, and promote the personalized cultivation of students in Higher Vocational colleges, so as to cultivate English professional talents that meet the needs of the society. But not all vocational colleges and universities can achieve such satisfactory results by using the flipped classroom. In the actual operation of flip classroom teaching, teachers should keep pace with the times, in-depth understanding of students' interests and hobbies, to analyze the knowledge of teachers in all aspects. Only in this way can teachers make micro-lessons with pertinence and effectively promote students' learning. Therefore, higher vocational colleges and universities should strengthen the cultivation of English majors' micro-lesson making, so that higher vocational colleges and universities can cultivate more English-oriented talents that meet the needs of the society.

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