Problems and Solutions to Flip Classroom Applications

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Abstract. The flipping classroom as a new thing has been popular in China for many years, and has achieved certain results in teaching methods. The implementation of flipping classrooms still has problems such as insufficient student initiative. This article proposes some targeted measures to address these issues.

Keywords: Flipping Classroom, Problem, Solution.

1. Introduction

After the implementation of curriculum education reform in China, it emphasizes the need to strengthen the quality education for students. Therefore, in the process of education and teaching, students should fully respect the status of students' learning subject and give play to the subjective and active role of students' curriculum learning. The application of flipping classroom teaching mode in the teaching of college professional courses is mainly to combine modern information technology and network equipment to realize modern curriculum education for students, so that students can obtain more learning resources in the video data learning. Read the course content in advance and complete the exchange discussion in the learning resource sharing. This teaching mode plays an important role in the cultivation of students' self-learning ability. However, there are still some problems to be solved in the application of flipping classroom teaching mode in college teaching. Therefore, it is necessary to strengthen the research and discussion on the causes and improvement measures in combination with the teaching practice.

2. The Characteristics and Advantages of Flipping the Classroom

Compared with the traditional teaching mode, the flipping classroom subverts the relationship between class and class, teacher and student, which makes great changes in all aspects of the whole learning process. Specifically, the flipping classroom mainly shows the following two aspects. The characteristics: The first is the transformation of the role of teachers and students. In the traditional teaching mode, the teacher plays the role of the imparter of knowledge, while the student is the passive recipient of knowledge. In the flipping classroom teaching mode, teachers no longer directly impart knowledge, but play the role of a learning instructor. They are mainly responsible for urging and helping students to better use relevant resources to complete knowledge learning and answer questions about students' remaining questions.

The advantages of flipping the classroom teaching mode compared with the traditional teaching mode are mainly reflected in the following aspects:

2.1 Cultivating Education Talents

The education majors are quite esoteric. The education students are hard to understand. The teachers are only superficial knowledge in the teaching process, and they do not guide students to think deeply. The application of flipping classrooms in pedagogy can help students better understand abstract subjects, strengthen their in-depth thinking on subject learning, and have a deep guiding significance for students' future educational work, which will help the cultivation of educational talents in China.

2.2 Innovative Teacher Teaching Methods

With the continuous development of society, China's educational goals are constantly updated, and independent learning and lifelong learning are important parts of the educational goals of the new era. However, it is impossible to achieve this by the traditional large class teaching method. Students in the education major can get relevant educational experience when they are exposed to the flipping classroom during the learning process, and can design the classroom more scientifically in the future education work. The students of this major have certain practical significance and contribute to the innovation of teaching methods in the education sector.

2.3 Improving the Learning Effect of Students

The explanation of the concept of flipping classroom knowledge is mainly carried out in the form of video. Students can watch videos anytime and anywhere according to their own situation before class, and can watch videos repeatedly when they are not solid. This is impossible in traditional classroom teaching. The application of flipping classrooms saves students' learning time and improves learning efficiency. The improvement of students' learning effects is also obvious to all.

3. Problems in the Implementation of Flipping Classroom

3.1 It is Difficult to Guarantee the Quality of Autonomous Learning before Class

Under the reversed classroom teaching mode, the quality of students' autonomous learning directly affects the overall quality of learning and the progress of learning. Student autonomous learning is an active learning process, which requires higher self-consciousness of students. How to effectively monitor the effect and quality of students' autonomous learning before class will directly affect the follow-up teaching progress, otherwise it will be difficult to really play the advantages of the flipped classroom teaching mode. Students are no longer passive acceptance, instead of the traditional cramming learning state, they begin to preview the content according to the requirements before class. Most of them can finish the preview on time, especially the team preparing the project. They can not only finish the preview on time, but also communicate their views with teachers actively before class. Identifying points in the pre-class initiative to discuss with the teacher, this is not the case in other teaching methods, indicating that students' active learning awareness has been improved under the reversal of classroom teaching methods.

3.2 The Responsible Team is Very Active, While other Teams are not Active

Each team knows its own division of labor in advance and prepares for it. In the actual operation process, students have many innovative ideas and put them into practice after thinking and discussing. These ideas are different from those discussed by teachers with a unique post-95 and Post-00 thinking atmosphere, and can combine professional theoretical knowledge. They are innovations that keep pace with the times. But in the process of practice, it is found that the initiative of other teams to think before class is not high, just to complete the required pre-class preview, in-class test or after-class quiz. These students who are not responsible for team members can easily automatically restore their thinking mode to the traditional classroom state, and need to improve the participation and enthusiasm of the classroom, especially the initiative to think before class.

3.3 The Teaching Environment Restricts the Effective Implementation of "Flipping Classroom"

The key of "flipping classroom" is to encourage students to fully communicate, discuss and cooperate in group learning. But in the process of implementation, because of the influence of teaching environment, the desks and chairs in university classroom are fixed. It is difficult to create a teaching environment for communication and discussion, which affects the communication and cooperation among students' groups. The implementation of "flipping classroom" requires that

students should create a good autonomous learning. Learning environment, but the school does not equip students with special classrooms to help self-learning, hardware facilities need to be improved.

3.4 Teacher Level Issues

In the course teaching of colleges and universities, more emphasis is placed on academic research work and professional talent training. In the course practice, necessary reforms and improvements should be made to the previous teaching mode, new elements should be added in teaching, and flipping classrooms should be applied. The teaching model fosters students' learning ability and cognitive ability. In the professional course teaching of colleges and universities, the skill level of teachers directly affects the teaching effect. In professional teaching, college teachers must not only have a solid professional foundation, but also have a solid practical foundation. However, in the college flipping classroom teaching mode, teachers also Have a certain computer foundation. In the professional teaching, college teachers, due to lack of computer knowledge, are not skilled enough in the process of using multimedia equipment and network technology, which affects the micro-video production in college flipping classroom teaching, resulting in even less effective teaching than traditional teaching.

4. The Strategy to Solve the Problem

4.1 Strengthen Teacher Training to Objectively Recognize and Implement "Flip Classroom"

Teachers' colleges and universities should actively carry out training on "flip classroom", prompt teachers to update education and teaching concepts in a timely manner, and strengthen the study and application of "flip classroom". To enable teachers to truly understand the connotation of "flip classroom", improve their level of information, and master the specific operational procedures for implementing "flip classroom". Adhere to the "student-centered" philosophy and play the role of a good guide and facilitator. Refining the teaching content, making micro-videos that help students to learn independently or providing relevant teaching resources for students, carefully designing teaching activities, and mobilizing the enthusiasm and initiative of students in class discussion. Take the traditional teaching method combined with "flip classroom", according to the learning content, select the appropriate part to make the students flip. In principle, the students will analyze in the form of micro-courses, the time is no more than 15 minutes. Each student is required to conduct self-learning before class, to ask questions encountered during the study, exchange discussion in the classroom, and personal guidance of the teacher.

4.2 Participate in Key Knowledge and Increase Overall Initiative.

In the course and chapter key knowledge sessions, encourage multiple teams to participate in the preparation. Each team can have different opinions on the knowledge points, different opinions, different presentation forms and different case themes. Each team can compete, and the winner has an extra score. If the winner is not the responsible hosting team, the host team will deduct the corresponding score. Through the preparation of different teams, the host team has a sense of crisis in competition, and it has improved the understanding of the students' comprehensive knowledge of key knowledge. At the same time, on the large scale, the full participation of all members has been actively prepared, so that students can actively learn and strengthen their awareness.

4.3 Strengthen Communication between Teachers and Students

In the process of implementation, the flipping classroom teaching mode can be divided into two stages: pre-class and upper-class, and the self-learning before class basically replaces the class-learning stage under the traditional teaching mode. In order to ensure the effect of self-study before class, and in order to achieve effective supervision of students' self-directed learning, it is necessary to strengthen the communication between the voice and the students, especially in the self-learning stage before the class, the students can only pass Limited curriculum resources to carry out learning,

on the one hand to exercise their own ability to learn independently, on the other hand, more need for teachers to effectively guide when necessary, the lack of effective communication between teachers and students will add unnecessary to the student's independent learning process Difficulties, even stagnation, seriously affect students' learning efficiency and learning outcomes. Through the communication between teachers and students in the platform, teachers can timely understand the students' doubts and answer questions, and help teachers prepare lessons for the classroom content.

4.4 Improve the Construction of Information Platform

First of all, more emphasis is placed on the construction of the inversion classroom teaching information platform itself. It is necessary to further improve the functions of the information platform, enhance the stability of the information platform, and ensure that the platform has complete functional modules and convenient operation, thereby improving the user experience of the platform. The second is to strengthen the production of curriculum resources within the platform. In order to improve the convenience of students' online self-learning, the curriculum teaching resources should be fragmented for the knowledge points, and the content of one lesson will be broken into video clips, so that students can strengthen the fragmented learning. At the same time, it is necessary to make more efforts in the beautification and interaction of the information platform design resources, so that teaching resources can serve the teaching more effectively.

4.5 Strengthen the Training of Teachers

Based on the flipping classroom teaching mode, the subject in the classroom is not a teacher, but a student. The teacher mainly guides and answers questions according to the student's learning situation. Based on the characteristics of each course, combined with the task before class, teachers can arrange group discussions, group reports, and group communication and Q&A in the classroom. Teachers should properly participate in and guide these links. When problems arise, they should answer questions in a timely manner.

5. Summary

The article tells the source characteristics and existing problems of the "Flip Classroom" teaching method, and hopes that students and teachers can easily understand the characteristics of the "Flip Classroom" teaching method. The "flip classroom" teaching method is the reform of teaching mode and method. It does have the enthusiasm to stimulate students' learning and enhance the relationship between teachers and students. However, the problems existing in the flipping teaching method cannot be ignored. We should actively solve or choose according to the situation of each school. The specific implementation of the teaching method of "flip classroom" needs to be improved and improved.

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