

Autonomous Learning of College English Ideology Based on Flip Classroom

Si Qin^{1*}, Xiumei Zhu^{2*}

¹ English Department, Jilin International Studies University, Changchun, Jinlin, 130117, China

² School of Marxism, Jilin International Studies University, Changchun, Jinlin, 130117, China

*corresponding author:Xiumei Zhu

Keywords: Flipped classroom, Curriculum ideology, Autonomous learning

Abstract: Entering the information age, the contradiction between the traditional college English teaching mode and the future college English learning requirements has become increasingly prominent. Compared with the lag of traditional teaching in curriculum ideology, flipping classroom is coupled with curriculum ideology construction. The extracurricular autonomous learning practice advocated by it is coupled with the student center of curriculum ideology, and the cooperation between teachers and students in classroom is coupled with the guidance of curriculum ideology. Considering that the traditional teaching mode has some problems, such as students' low interest in learning and students' poor initiative in autonomous learning, flip classroom, a highly interactive teaching mode, should be integrated into the ideological teaching of college English course. This paper expounds the concepts of flip class and autonomous learning, analyzes the effectiveness of flip class in the establishment of autonomous learning mode of college English ideology, and puts forward some suggestions on how to construct autonomous learning mode of college English course ideology based on flip class mode.

1. Introduction

At present, education has entered the era of network. New teaching modes such as network teaching and flipped classroom have had a comprehensive and far-reaching impact on China's teaching methods, management modes and education concepts, and also put forward reform requirements for the traditional “cramming” teaching mode [1]. Flipped classroom teaching mode is different from the traditional “cramming” teaching method, which highlights the dominant position of students in the teaching process [2]. Under the influence of Western foreign culture, contemporary college students present diversified and fuzzy values in their thinking mode, and the core values are the foundation of a nation and an important fulcrum for the healthy development of students' mental and emotional factors [3]. Every college student is an independent individual and has his own personality. In the traditional college English teaching, teachers usually use the same teaching method for each student, assign the same learning content and tasks, resulting in different degrees of receiving teaching content for each student [4]. Flipped classroom, as an innovative exploration of “reverse order”, has a consistent goal with the construction of “Curriculum Ideology” [5]. We should make full use of flipped classroom in the construction of university classroom ideology. It is of great significance to carry out university ideology education by integrating the two to achieve the reform goal of “Building Morality and cultivating talents”.

Flipped classroom provides new ideas and methods for the reform of College English teaching. Under the background of the Internet era, the traditional teaching mode should be innovated, combined with the flipped classroom teaching mode [6]. Teachers need to make full use of modern means to improve the quality of teaching, so as to promote the improvement of College Students' autonomous learning ability. With the extensive use of network resources in the field of education and teaching, flipped classroom has been given new life and connotation, which challenges whether we can make full use of the advantages of network resources to enhance the effectiveness of University Ideology Course [7]. College English ideology autonomous learning based on flipped classroom can not only improve the quality of College Students' English learning, but also provide

an important way to cultivate professional English talents [8]. In order to further realize the synergy between flipped classroom and curriculum ideology, it is necessary to promote the reform of university teaching management system, innovate University Teachers' teaching philosophy and improve their ability. At the same time, it is also necessary to create a learning field for college students, cultivate practical spirit, set up a typical example and give play to demonstration effect [9]. This paper expounds the concepts of flipped classroom and autonomous learning, analyzes the effectiveness of flipped classroom in the construction of autonomous learning mode of College English ideology, and puts forward some suggestions on how to construct autonomous learning mode of College English curriculum ideology based on flipped classroom mode.

2. Connotation and Functional Significance of Flipped Classroom

2.1 The Connotation of Flipped Classroom and Autonomous Learning

Flipped classroom mode requires students to do a good job of preview before class, not only to read the materials themselves, but also to learn and digest the data and materials prepared by teachers. In the current college English learning, cramming is the main teaching method, students learn passively and ignore the requirements of autonomous learning. These conditions include students' initiative in learning attitude, students' dominant position in English learning, and English learning with plan and purpose. Flipped classroom refers to the premise of digital and intelligent teaching environment. After the teaching task is clear, the teacher provides the students with learning courseware with video materials as the main teaching resources. The students obtain teaching information by watching and learning the teaching video and other learning resources prepared by the teacher in advance. In the classroom, flipped classroom mode requires interaction between students and teachers. Teachers need to correct students' errors in English learning, and students should communicate with each other on a specific issue through group discussion, and share the communication results with all students. Autonomous learning is not only a kind of attitude, but also a kind of ability. With the deepening of the research on the concept of autonomous learning in educational circles.

2.2 The Significance of Flipped Classroom to the Improvement of College Students' Autonomous Learning Ability

Flipped classroom teaching mode has the important characteristics of changing the main position of teachers and the passive position of students in English teaching. In the flipped classroom teaching mode, students can achieve autonomous learning to a large extent, and students are usually in a leading position in the classroom. What teachers need to do is to promote students' autonomous learning and guide students to actively share, so the role of teachers is more manifested as guidance and coordination. With the development of information technology, education and its continuous integration, to a large extent, has driven the development of education. At the same time, the ability of autonomous learning has become one of the abilities that are more and more valued and more important to their own development. Students should not only communicate with teachers, but also communicate with classmates after fully learning the materials prepared by teachers. Only in this way can we achieve the perfection and optimization of College Students' English knowledge structure. Before class, students can understand and master the content to be learned through videos and related exercises, and then realize knowledge transfer and skill application under the effective organization of the classroom.

Compared with the traditional teaching mode, flipped classroom teaching mode has greatly changed the role of teachers and students. Contemporary college students have a serious problem of low interest in learning, which is not only an important problem in college students' English learning, but also a common problem in the learning of all subjects. Flipped classroom teaching mode emphasizes the efficient interaction between students, teachers and students, even teachers and teachers. In the process of interaction, teachers and students can activate the classroom atmosphere, create a good teaching situation, and the expression of students' initiative will be

improved. At present, traditional teaching concepts and methods are mostly used in classroom teaching. Whether it is a public elective course or a professional course, the traditional process of preparation before teaching, reviewing the old course, teaching the new course and assigning course assignments are basically retained. Teachers act as the main body of all-round education in the classroom. Information technology is of great significance to the improvement of students' learning efficiency. In the process of helping contemporary college students build autonomous learning mode, some teachers even build communication and interaction platform. This kind of communication platform can greatly improve the efficiency of communication, that is, improve the efficiency of students' English learning.

3. The Construction of Autonomous Learning Mode of College English Ideology in Flipped Classroom

3.1 Renew and Change Ideas

One of the teaching objectives of flipped classroom for College English ideology autonomous learning is to pay attention to and cultivate students' autonomous learning ability. Based on this, the premise of flipped classroom implementation is inseparable from the existing autonomous learning ability of college students. College English learning atmosphere is relatively free, but there are still some students who need the teacher's supervision on English learning. However, the teacher's supervision can only be in the classroom, and the autonomous learning outside the classroom is obviously weak. They only complete the homework assigned by the teacher, and have no plan and no goal for English learning. In the flipped classroom English Teaching in some colleges and universities, the level of students' autonomous learning ability has a significant impact on the teaching effect of flipped classroom. In order to innovate the teaching mode of ideology course by using network resources, we need to constantly try and improve the concept renewal, students' dominant position and network resource sharing. Nowadays, college students generally have smart mobile electronic devices that can surf the Internet at any time. In this teaching mode, students need to make full use of intelligent mobile electronic devices to learn teaching video, and use the network platform to integrate and exchange learning resources.

3.2 Building a Platform of Diversified Learning Resources

Through information technology to build a diversified learning resource platform, which provides an important way to improve college students' autonomous learning ability. Flipped classroom teaching mode is a new teaching method responding to the characteristics of the times such as openness, richness, interest and interaction of the network. It has changed the rigid dogma of the traditional teacher centered teaching mode and the rigid thinking of students' passive acceptance. It has fully played the role of students' subjectivity, seeking truth and developing personality. Flipped classroom fundamentally subverts the traditional English teaching method and changes the role relationship between teachers and students. Originally, the learning of new curriculum content and knowledge in the classroom is transformed into the autonomous and systematic learning before classroom teaching. In the classroom, knowledge is mainly solidified, which achieves a higher learning effect than the traditional teaching method. An important feature of flipped classroom is to make full use of information technology, widely absorb and integrate all kinds of learning materials and resources, subvert the traditional English teaching mode, and at the same time, ease the situation of fixed time and place for course teaching in Colleges and universities. Teachers in flipped classroom mainly play the role of guidance, actively communicate with students, according to each student's different autonomous learning situation, targeted to solve the existing problems, complete the teaching plan and teaching objectives, let students achieve the purpose of deep learning.

3.3 Training College Students' Autonomous Learning Ability of English Ideology

In flipped classroom English teaching, as the guide, director and organizer of students' learning,

it is very important for teachers to consciously cultivate and train their autonomous learning ability in this process. According to the actual situation of students, teachers communicate and discuss with students, formulate learning plans and learning objectives suitable for students with different personalities, and supervise them to cultivate their autonomous learning ability consciously. Different from the monotony of traditional teaching methods, flipped classroom teaching mode is reversed. In flipped classroom, students are usually allowed to learn video before class. Students can decide the learning content and learning rhythm independently according to their own situation. Teachers can answer students' questions in learning. The discussion and debate between teachers and students and between students enliven the dull classroom and form a student-centered and effective teaching and learning.

In the early stage of the implementation of flipped classroom, schools need to provide teachers with a certain policy environment and establish the corresponding mechanism, so that teachers can strive to create teaching content related to flipped classroom and improve students' autonomous learning ability. The implementation of flipped classroom is not achieved overnight, it needs to complement the traditional teaching methods, and constantly improve in the practice of teaching English curriculum [10]. In the flipped classroom teaching mode, teachers can guide students according to their diversified personality characteristics, get rid of monotonous teaching, return students to the real classroom, and give full play to students' learning initiative, enthusiasm and creativity. The most important value of flipped classroom lies in its effective face-to-face communication and interactive learning activities. Flipped classroom is a kind of teaching method developed in the era of social information, which is closely related to the development of computer science and technology. Different teaching methods are used to meet the differences between students. Using flipped classroom for College English autonomous learning requires students to preview and learn the related course content in advance before classroom teaching, which transforms the process of classroom teaching into the process of students' knowledge internalization of the course content.

4. Conclusions

Network has become an important channel for contemporary college students to obtain information, and it is also a means for them to seek knowledge. It is a necessary way for them to learn, make friends and contact with the society. It plays an extremely important role in their daily life. As a new teaching mode based on Internet technology, flipped classroom requires students to be more active in the classroom, so it is of great significance in improving college students' autonomous learning ability of English ideology. The flipped classroom based autonomous learning mode of College English ideology is the development trend of education modernization, which lays a certain foundation and conditions for the information-based teaching method. Teachers in flipped classroom mainly play the role of guidance, actively communicate with students, according to each student's different autonomous learning situation, targeted to solve the existing problems, complete the teaching plan and teaching objectives, let students achieve the purpose of deep learning. The implementation of flipped classroom can not be achieved overnight. It needs to complement the traditional teaching methods, and constantly improve in the practice of teaching English. In the process of specific operation, educators and students need to establish an advanced concept of autonomous learning, focus on Cultivating College Students' autonomous learning ability of English ideology, correct students' learning attitude, and then improve college students' actual English level and innovation ability.

5. Acknowledgment

This paper is the research result of PBL Flipped Classroom Teaching in College English, the 13th five-year plan of educational science of Jilin province in 2018, No. GH180736

This paper is the result of the "Research on Cultivating Students' Self-learning Ability Based on Flipped Classroom of College English", the 2020 annual subject of Jilin Higher Education

References

- [1] Song Chunlin. Construction of College English Flipped Classroom Based on Curriculum Ideology[J]. Theoretical Research and Practice of Innovation and Entrepreneurship, 2020, 68(20):69-70+73.
- [2] Tang Wangna. Thoughts on the Flipped Classroom in the Teaching of Mao Class from the Perspective of Curriculum Ideology[J]. Science & Technology Information, 2020, 018(012):255-256.
- [3] Han Shuangshuang. Research on the application of flipped classroom teaching model in the ideology of nursing courses[J]. Health Vocational Education, 2020, 038(001):64-65.
- [4] Han Tong. How to realize the integration of ideology education and English classroom under the background of flipped classroom[J]. Modern Vocational Education, 2019, 172(34):498-499.
- [5] Liu Quanzheng. The practice and thinking of introducing “flipped classroom” into college ideology teaching[J]. Journal of Higher Education Research, 2017, 40(001):90-93.
- [6] Zhao Xiaona. The application of the flipped classroom of innovative teaching in the ideology class in colleges and universities[J]. Wen Cun Yue Magazine, 2018, 59(19):124-124.
- [7] Liu Yanting. Thoughts on the flipped classroom teaching model of ideology in the new media era[J]. Yangtze River Series, 2019, 443(14):43+45.
- [8] Cao Jincao. The application of “flipped classroom” in university ideology teaching[J]. Science & Technology Information, 2019, 017(021):92-93.
- [9] Huang Qiaolian. Undergraduates' ideology theory course autonomous learning mode strategy under the background of informationization[J]. Youth Development Forum, 2018, 125(04):79-85.
- [10] Kong Fanyun. Research on the realization path of flipped classroom in ideology course in colleges and universities[J]. Yangtze River Series, 2020, 500(35):198+200.