



Construction of Bilingual Teaching Hierarchy Model Based on Flipping Classroom Concept

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Abstract. Flipping classroom is a brand-new teaching mode, in which teachers and students interact and communicate to jointly complete troubleshooting and knowledge construction. The emphasis on personalized autonomous learning, diversified cooperative exploration and open communication and interaction in the reverse classroom have pointed out a new direction for deepening the reform of English teaching. Turning over the classroom teaching mode is simply a change to the teaching mode, and teachers play a more guiding role in a complete teaching activity. Corpus provides a wide range of learning resources for bilingual teaching, while flipped classroom provides a new teaching mode for bilingual teaching. The construction and application of this model will further promote the deep integration of information technology and English curriculum, and promote the transformation of College English teaching concept and the reform of English curriculum system. College teachers should play the positive role of technology as much as possible to improve the quality and efficiency of teaching and promote the reform and development of teaching mode.

Keywords: Turn over the classroom · Teaching methods · College English

1 Introduction

With the rapid development of information society, many fields have changed with each passing day. In the field of education, information technology is also quietly changing the teaching methods and methods. Educators are constantly trying to optimize the teaching effect through the use of information technology [1]. From the perspective of application results, most flip classroom teaching practices have achieved good teaching results. Flipping the classroom is to use advanced video and network technology to move students' learning forward, complete the absorption of knowledge, and complete the internalization of knowledge in the classroom, which is another major change in teaching philosophy and teaching methods in the electronic era [2]. Turning over the classroom teaching mode is simply a change to the teaching mode, and teachers play a more guiding role in a complete teaching activity [3]. Under the background of information technology, new educational concepts and teaching modes are sought to provide powerful external conditions for the smooth progress of educational reform. The relatively relaxed learning

environment in colleges and universities has attracted more and more teachers in colleges and universities. Teachers and students in colleges and universities are more likely to meet the requirements of turning over classroom teaching, and learning is no longer limited to classrooms [4]. In higher education institutions, there are sufficient research funds and research teams, so in the process of education informatization, universities should bear more responsibilities. The new education and teaching mode represented by the flipped classroom is gradually being carried out and explored in colleges and universities. The teaching evaluation method of the flipped classroom and the ability of teachers to implement the flipped classroom have become issues worthy of discussion [5].

2 Feasibility Analysis of Flip Classroom Bilingual Teaching

Flipping the classroom can give full play to the main role of students' learning and significantly enhance the communication and interaction between teachers and students as well as between students. In the personalized learning under the reverse classroom teaching mode, students become autonomous learners. They can control the choice of learning time and learning place, and they can also control the learning content. Students also hope to further consolidate and improve their interpretation skills through the Internet, and hope to receive personalized guidance from teachers through online communication. Students are the leading role in the whole learning process and are no longer passive recipients of knowledge in traditional classes. Students in the classroom through group learning and cooperative learning to complete the understanding and absorption of the knowledge learned. Reducing teachers' teaching time and leaving students more time for learning activities in the classroom is another core feature of turning over the classroom [6]. The implementation of flip class not only needs the support of information technology, but also needs micro class as a carrier. Turning over the classroom reverses the process of imparting and internalizing knowledge in traditional teaching. The internalization of knowledge is put into the class and completed under the guidance of teachers and the cooperation and exchange of students. Flipping the classroom greatly improves the interaction between teachers and students and between students and students in the classroom. Because students conduct a certain degree of in-depth learning of the courses to be learned through teaching videos, in the classroom are mainly student questions, teacher answers and discussion and communication between students.

Flipping classrooms have flipped over the teaching form and subject content teaching, and the role of teachers has also changed. When teachers evaluate, the interactivity in the classroom becomes more effective. According to the teacher's evaluation feedback, students will learn about their learning more objectively. In this case, teachers need to provide students with the necessary learning resources, design enlightening questions and targeted practice questions for students. Students can complete the acquisition of knowledge before class to prepare for the absorption and internalization of classroom knowledge [7]. As a new teaching mode in the teaching environment of information technology, flipping the classroom emphasizes the application of information technology in teaching and the information literacy of teachers. In the flipped classroom model, the

content taught in the original classroom is completed before the class through network technology [8–10]. On the basis of not reducing the transfer of basic knowledge, enhance the interaction between teachers and students in the classroom. Using interpreting corpus related software, teachers and students can obtain statistical data more intuitively, so as to objectively analyze the actual use of the language [11, 12]. Teachers' attitudes towards flipped classroom teaching and teacher values also affect teachers' ability to implement flipped classrooms to a certain extent.

3 Construction of Hierarchical Model for Bilingual Teaching

Teachers should focus on students as much as possible when designing flip classroom teaching. Through a variety of effective teaching activities to help learners understand and internalize knowledge, improve the effect of classroom learning [13–15]. Teachers should draw a learning path map according to the actual needs of students and the requirements of the syllabus, and make a series of high-quality micro courses based on the path map. In the classroom, teachers should adopt various teaching methods to carefully design classroom activities and mobilize students' participation. As a new teaching method, the core of flip class is the internalization of knowledge in class [16]. The application of the concept of turning over the classroom in English teaching can break through various disadvantages of traditional English teaching, greatly promote the interaction and cooperation between teachers and students, and thus improve the quality of English teaching. In order to make more effective use of multimedia, students should internalize what they have learned and truly realize the individuation of their learning. There is a need for a more perfect and scientific college English teaching model.

Flipping classroom has reversed the structure of traditional classroom teaching to a certain extent. It is a way for students to learn knowledge by watching micro-class or other ways before class. Compared with primary and secondary school teachers engaged in basic education, college English teachers have relatively high academic qualifications and the ability to accept new things quickly [17]. As the implementer of bilingual teaching, a high-quality team of teachers is a strong guarantee for the quality of bilingual teaching, while for the general science and technology colleges in the west, the shortage of compound teachers is the primary problem facing bilingual teaching [18]. From the perspective of students, college students are more capable of autonomous learning and self-control than students in compulsory education. In class, teachers help students absorb and internalize knowledge. After class, students can consolidate what they have learned. Most college English teachers with a certain language and teaching knowledge system are able to combine their language learning experience to a large extent to realize innovative teaching of college English.

4 Conclusion

The teaching of professional knowledge in higher education should be aimed at different students according to their aptitude, i.e. appropriate teaching scenarios should be adopted for different courses and different students, and enhancing the interaction between teachers and students is the common goal of various teaching scenarios. With the

advancement of educational information technology and the reform of college English teaching in our country, the perfect hardware configuration of colleges and universities can also meet the requirements of implementing flip classroom teaching mode based on micro-class. Flipping classroom teaching mode is established in a relatively free environment, which can effectively promote communication between teachers and students, thus enlivening the learning atmosphere in classroom teaching and improving their learning enthusiasm. Teachers should carefully design all links before and in class, fully mobilize students' independent learning ability, use process evaluation method, let bilingual teaching achieve immersion teaching, and then achieve the goal of training international talents. The implementation of flipped classroom also puts forward higher requirements for teachers' professional development. Teachers should not only have the ability to master modern educational technology, but also scientifically and reasonably allocate the relevant modules of each teaching. Only by accumulating the experience of flipped classroom in practice can teachers and educators gradually improve the flipped classroom teaching mode suitable for bilingual teaching.

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