The Computer-based Flipped Classroom Teaching Model is Integrated Into the Teaching Research of the Basic Principles of Marxism

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Abstract. Many schools now clearly ask for the establishment of a teacher-student learning community, with teachers as the leading role, but with students as the main body. The main mode of classroom promotion is to ask questions, first ask students, and finally let students ask themselves. The role of the teacher is to formulate the process and write an actionable guide. The process of answering questions is mainly based on group cooperation, and is supplemented by teacher's instructions. This is the flipped classroom. The course of introduction to the basic principles of Marxism is a very abstract course. The teaching and research of the flipped classroom has been a hot topic in recent years, and whether it has significantly improved the learning efficiency and students' understanding ability.

Keywords: Flipped Classroom, Marxism, Teaching

At present, more than 90% of the resources and models of basic education and higher education are circled in the traditional education system. It cannot fully break through some of its own shortcomings. Of course, this is also a product of policy and history. The exploration of MOOC and other teaching models that people often talk about is actually just an exploration. My country's Internet platform-based education informatization has just started and is in the exploratory stage. You may hear most of what you usually see. It is a theoretical discussion by some scholars and experts, but you do not intuitively feel the reality of the landing product or program. In my own opinion, MOOC should be a big step in the education industry, and there may be a long way to go. To do Internet education in China, you need to calm down and listen, think, and do. At least I think so, so don't make noise in the unexpected world. Only when there is quarreling, progress will be made. Some things are on the cusp of a hundred schools of thought. When it matures it is estimated that the sound should disappear.[1]

Since my freshman year, people have grown from yearning to accustomed to disappointment in the university classrooms. People occasionally sigh, but in the end people only have to be responsible for myself, find the best way to adapt, and gradually learn to find what people am interested in and the direction of learning, while adapting to some of the drawbacks of university classrooms.

1. Classroom mode
As far as I know, there are mainly teacher personal teaching mode, flipped classroom mode, and seminar mode.

The teacher's personal teaching mode should be the most common university teaching mode, and led by teachers, and teachers use teaching tools in the classroom to give students knowledge. The advantage of this model is that teachers can give full play to their own understanding of knowledge and expand freely, and occasionally can join in the interaction to stimulate students’ thinking. The disadvantage is that interaction is often missing. If students accept passively, but do not actively think, it is easy to get distracted, and they do not know whether students understand. Most Chinese universities are using this model, and the knowledge of the professors is generally relatively shallow.[2]

The flipped classroom model is that a certain or a certain group of students leads the lecture in the classroom. The advantage of this model is that it can look at the learning of the subject from the perspective of the student, and can more clearly understand the students’ doubts and difficulties in subject knowledge, and the distance between the "teacher" and the student is closer, and the questioning is not too restrictive[3]. At the same time, it can also exercise students' expression ability, logical reasoning ability and insight. The disadvantage is that students have limited knowledge and lack the necessary expansion and in-depth insights.

The seminar mode is that the teacher gives a topic, and the students prepare before class through independent exploration, and conduct research and discussion in the classroom. The advantage of this classroom model is that it can give full play to the enthusiasm and autonomy of students, and allow different ideas to compete. The purpose is to improve students' dialectical thinking ability, expression ability, and logical thinking ability.

The first classroom model is widely used, and I think it is not suitable for everyone, especially students who are not very proactive in class. The latter two may not be friendly to some students, and students may be more resistant in the early stage, but after being familiar with them in the later stage, they will greatly enhance students’ interest and autonomy in subjects. Unfortunately, the latter two have only been mentioned by the teacher, but have never been practiced. There are many reasons. I think the important point is that everyone is accustomed to a classroom model, students are too lazy to change, and afraid to change, and students are very concerned about the latter two. It takes much more time than the first one.

Most of the teachers I have met are not particularly caring about undergraduate teaching. Many teachers like to call names and lack classroom interaction.

Of course, there are many reasons for this situation. In terms of the school system, university teachers will not be eliminated at the end, and there will be no unemployment. From the perspective of teachers’ ascent, undergraduate education does not account for a large proportion of the evaluation criteria for professional titles, and the quality and quantity of scientific research and papers can greatly influence the evaluation of professional titles. Therefore, many teachers may pay more attention to research and ignore teaching. From the perspective of student management, a unified model is more suitable for many management. From the perspective of investigating students, some teachers are more willing to control student attendance through clicks, rather than the attractiveness of the classroom. Some teachers are criticized by other teachers instead of celebrities. I personally find it very absurd.

Most of the students I met basically lacked goals in class and didn’t know what knowledge they hoped to learn in this lesson. They just accepted passively and lacked review after class. They would not review attentively until the end of the class, and thought of After-school exercises and test papers ordered by the teacher are oriented review. In addition, they lack active thinking and questioning in the classroom, and there is no vitality in the classroom.

There are many reasons for this situation. Personally, students lack knowledge of the specific application of knowledge and lack of initiative. At the same time, they are greatly influenced by high school classroom mode and thinking, and lack critical thinking. In terms of the environment, the level of teachers varies, and there are few teachers who can guide students to train their thinking.
During the university, many teachers used the so-called reversal classroom to teach in class. The students prepared and displayed the content of the class. In fact, the students’ academic literacy was limited and the content of the explanation was not in place. To a large extent, the students just sorted out the textbooks. There is very little talk in class, they can't see the advantages of this form at all, it feels just like a form of teacher laziness.

In fact, this is a teaching mode that relies heavily on student participation, and the implementation effect mainly depends on student participation, recognition and student level. Other influencing factors are: class atmosphere, time pressure and so on.

The ideal state is: The speaker should prepare more to prevent being asked, and the listener should prepare for the exchange in class in advance, or understand directly in class. The teacher concludes at the end, this is the joy of everyone[4].

For those with high abilities, they do not need to spend a lot of effort in preparation, and the results are generally not too bad; it is also a good thing for students who are not particularly capable but can recognize and actively participate. What about other people? People who are not capable can't understand it, and those who don't actively participate can only passively prepare. The key question is what to do if the teacher does not speak well. What the teacher does not speak may not work; what he speaks will give the students a point of view: even if I don't speak well, the teacher will repeat it.

In this case, on the one hand, it loses the purpose of flipping the classroom, and on the other hand, it is not conducive to improving students' enthusiasm[5].

According to my personal experience, due to lack of time, low interest of classmates and low participation, this kind of classroom is not suitable for most classes in high school and below.

The main links of the teaching mode of the flipped classroom based on the live broadcast platform are as follows:

![Figure 1. The teaching mode of the flipped classroom based on the live broadcast platform.](image)

Flipped classroom group discussion teaching is a good method, but it tests students' self-consciousness. Many students will take the opportunity to chat during group discussions and other things that have nothing to do with the classroom.
2. "If you can't paint a tiger, you paint a cat"

I have been exposed to flipped classroom education since junior high school, and some courses in the university are also undergoing flipped classrooms. In my opinion, the essence and purpose of reversing the classroom should be to cultivate students' autonomous learning ability, including from retrieving materials and preparing courseware to class presentation. In this process, the teacher should play a more instructive role than traditional courses: it is to help select topics + comment and ask questions.

In reality, however, most university teachers cannot do this.

In addition, the students' interest and emphasis on flipped classrooms are not satisfactory.

This may be the case. I feel that the flipped classroom in the university has placed more burden on students than it has gained.

I personally think that WeChat is more suitable as an online learning platform. There is no other reason. WeChat's official account can be linked to related videos or Weibo. Learners can click to acquire knowledge according to their own progress, and the conversion is natural. After the learners explore in it Get a sense of gain in knowledge. But I think QQ is very difficult. It can only be placed in group shared files. Generally learners can only pick and watch by themselves. It is not conducive to the gradual progress of learning.

The flipped classroom itself is a change in the teaching model, which is achieved by the use of educational technology changes.

Just like an experimental class in a university, if you have a serious preview, you will have more and more gains when you do the experiment, because you can concentrate on completing the experiment, and verify the results of your preview during the completion process, and think about why there are different results, and finally discuss the reasons with the teacher instead of flipping the book and doing the experiment just going through the experiment process of the book[6].

This experimental class is actually a flipped class for you.

Flipped classroom is an extension of the experimental class model (this analogy is very inaccurate, but you know), and the reason for its success is of course inseparable from the modern technology of education. However, whether the flipped classroom can be successful is not the means, but the teacher. For the teacher, the flipped classroom is a bigger test. Because before, he only needs to speak out,
regardless of whether you can accept it. Now, he must at least organize everyone to finish the show and not leave the show.

3. Conclusion
Across the country, university teachers are studying potential flipped classrooms that can bring curriculum design and learning outcomes because it is considered a good teaching method for higher education classrooms. Flipped learning is also related to the improvement of student learning outcomes in higher education. Most importantly, flipped classroom design is related to higher retention rates of college students and students. Regarding the importance of flipping curriculum design and completing passive and active learning activities, research shows that teachers should monitor the progress of students throughout the learning phase. By adding learning activities in the form of low-risk or no-risk formative assessments or activities, it is easier to achieve this monitoring and to better inform each student of his or her progress. Although the demand for technology in online classrooms continues to grow, while university budgets continue to shrink, it needs to learn more about effective programming. Flipped classroom learning practice provides a variety of ways to improve the course design of online learners. Through Bloom’s taxonomy and active learning practice supported by innovative technology, students are guided to learn in a deeper, more meaningful way.

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