Research on the Application of Flipped Classroom Teaching in College English from the Perspective of Mooc Based on WeChat Public Platform

Shuyi Teng1,*, Zhigang Lian1, Mingkun Jiang1
1Heilongjiang Technology University, China, 158100

*Corresponding author e-mail: tengshuyi@jxdx.net

Abstract. Mooc is a new teaching model under the development of information network. Mooc teaching effect is remarkable and the model is novel, which changes the traditional teaching standard and realizes the transfer of teaching class with a new perspective. In the process of flipped classroom teaching in college English, it is necessary to analyze the teaching mode of Mooc, study and establish a perfect teaching platform and effect, and constantly improve the application of teaching comprehensive application mode. Based on the analysis of flipped classroom teaching in Mooc mode, this paper studies how to adopt personalized operation mode, pay attention to changing students' psychological state, implement active analysis on thinking mode, adjust classroom teaching effect and take WeChat as the platform to improve the feasibility and application analysis of flipped classroom.

Keywords: Mooc Perspective, Wechat, Flipped Classroom

With the development of modern Internet economy, the traditional teaching mode is facing great reform. For college English teaching, it is necessary to introduce new teaching pattern, teaching results based on the needs of society and the country's talents, find new ways that are in line with the needs for flipped classroom on the basis of WeChat public platform [1, 2]. Flipped classroom teaching mode can change the traditional teaching method. With the application of personalized teaching, we will change the teaching and learning process from passive to active and improve the learning efficiency of class teaching at the same time.

1. Analysis of Mooc flipped teaching mode

1.1. Mooc

Mooc is a large-scale open teaching model of online classroom as well as a new efficient teaching model. This teaching method has been introduced into the university classroom and changed the traditional classroom teaching [3]. Mooc is an efficient online platform for classroom teaching. It pays attention to classroom test analysis, breaks the shackles of classroom teaching between teachers and students, focuses on the learning communication between teachers and students, and realizes the application of online classroom teaching. There is a lack of effective interaction between teachers and students.
students in the traditional teaching model. After listening to the lecture, students often have no opportunity to communicate with the teacher if they don't understand the problem or want to ask the teacher questions. The short time of classroom communication cannot meet the different needs of each student. Mooc teaching adopts the mode of WeChat public account platform to break the traditional classroom teaching mode, which can make full use of the time after class, and encourage students to learn, help communicate and share what students really want through the public platform after class. It pay attentions to multi-stage questioning test. Through the assessment, students can obtain knowledge taught in the classroom and complete the effective test analysis. In the process of learning, students need to analyze the content of relevant stages and pay attention to the construction and solution of multiple platforms.

1.2 Flipped classroom
Flipped classroom is developing based on the uprisling of multimedia informationization. Teachers provide teaching and learning materials for students. Students study before class according to relevant materials, study, discuss and analyze together in class. This is different from the traditional teaching mode, so it is called flipped classroom teaching. Flipped teaching has the advantage of active learning, which can improve students' learning enthusiasm, implement personalized teaching model research, and improve the efficiency of teaching.

In the personalized teaching mode, students learn independently before class in flipped teaching, communicate and analyze classroom knowledge according to their own learning knowledge rhythm, and expand during the process appropriately. If one’s learning ability is insufficient, he can listen carefully repeatedly in class, study the knowledge points he doesn’t understand, pay attention to the drills in class and the analysis of the answers on difficult points, so as to achieve the goal of answering questions in class and improve the overall learning effect. Flipped teaching realizes online learning before and after class, prepares students for learning in class, improves students' active learning interest, changes their learning thinking, pays attention to students' independent learning and guides students to develop the habit of independent learning.

Flipped teaching improves the efficiency of classroom teaching. Learning after class and communicating in class can improve the progress and effect of teaching in class. Students learn to communicate in class, analyze classroom teaching tasks, and determine learning objectives and difficulties. In addition, flipped teaching can improve students' activity in class. Because of the preparation before class, students can communicate with teachers about in which they have difficulties in class, analyze the difficult points, conduct communication and research on key problems, focus on analyzing the difficult elements of teaching, and improve the overall teaching efficiency.

2. Study on the feasibility of flipped Mooc teaching based on WeChat platform
WeChat is an open platform to conduct teaching by following public accounts through mobile phone APP. Communication on the sharing platform is realized through language, text and video, etc. Mooc has many advantages such as low cost, strong function, high interaction and fast information transferring.

College students have no income and there will be no other costs to use WeChat. They can not only pay attention to the public account through mobile phones, but also communicate on the platform, which is convenient and simple. WeChat contains a lot of information, such as text, video and so on that are popular and free. These information contents are large, updated quickly and rich, and information sharing and dissemination are realized through WeChat, so as to meet the teaching needs of mobile university terminals. WeChat has strong interactivity. Students can talk and analyze the topics they are interested in, communicate according to language, text, video, information and other modes, and pay attention to the real-time matching of WeChat information. They can set up their own communication groups through WeChat to exchange information according to account, qr code, service location, etc., to improve the accuracy and real-time effectiveness of information. According to the actual communication ability of WeChat, a complete information platform is continuously built to
promote the application and improvement of functions, so as to meet the overall teaching demand of flipped college English classroom.

| advantage | Low cost | High interaction | Large amount of information | High timeliness | Strong data statistics |
|-----------|----------|------------------|----------------------------|-----------------|------------------------|
| Effect    | The application effect of college students is strong | Improve the learning effect of College Students | The collection and arrangement of information knowledge for College Students | Conducive to the update and innovation of information | Research on the statistical criterion of using information data |

3. Practical application of flipped teaching on WeChat public platform from the perspective of Mooc

3.1. Analysis of video teaching
In flipped classroom teaching, video can be used for intuitive, accurate and comprehensive analysis. It can obtain the teaching materials of quality courses from the Internet, through the development of the team of teachers, it can get the teaching focus. According to the careful analysis of the syllabus, the detailed teaching design, the selection of excellent teaching mode can be integrated to make the unit as an example of the standard. Then students can carry out accurate analysis of key and difficult sentences according to the unit to collect, screen and allocate resources. They can learn according to the video materials uploaded before class.

3.2. Research on teaching effect
In the process of Mooc and flipped classroom teaching, through the teaching practice research of each semester, the contents and video materials of students' actual public accounts are analyzed. Students log on to WeChat through computers, mobile phones and other terminal devices. By online independent learning, they can communicate in WeChat group, pay attention to relevant issues and set up good information. They can raise, analyze and solve problems at the same time. Through the analysis of students' difficult problems in class, teachers can talk and analyze with each other, make full use of the auxiliary mode, find out the deficiencies and make up the gaps, and implement the personalized guidance application operation for students.

3.3. Improvement of teaching effect
After flipped classroom and Mooc teaching, the method of after-class questionnaire analysis is adopted to analyze the setting of teaching courses, teaching methods, teaching attitude patterns, teaching results, etc., It pays attention to the research on teaching effect, actively guides students to participate in the evaluation analysis of teaching effect, and focuses on the evaluation of students' overall learning results.

It will carry out comparative analysis according to the teaching class, find and analyze the improvement in teaching in time. It will also pay attention to the improvement of comprehensive teaching mode, take comprehensive teaching monitoring as the standard to improve students' learning effect.
Table 2. Mooc, flipped teaching learning objectives.

| Mogao             | Study before class | Communication in class | Review after class | Exercise drill                        |
|-------------------|--------------------|------------------------|--------------------|---------------------------------------|
| Flip Teaching     | Find learning tracking points | Analyze learning content | Research on the promotion scheme of learning knowledge points | Summary and communication of knowledge points |

4. Conclusion
To sum up, flipped teaching from the perspective of Mooc can realize the application of the new teaching mode through the WeChat platform. Through flipped roles, students can be guided to learn independently, improve communication in class, pay attention to the integration and improvement of classroom learning mode, and strengthen the guidance of teaching advantages. Through teaching auxiliary operation, the teaching thinking mode under WeChat platform can be brought into full play in a timely manner while the guidance and promotion of students' main teaching status should be emphasized. The improvement and progress of teaching integration mode should be realized by combining with the application of Internet technology.

Acknowledgement
On the construction of the English teaching mode based on the traditional teaching materials and MOOCs combining online and offline under the background of the new era (201802275002).

References
[1] Liu Dan, Gao Bojun. Application of flipped classroom teaching model in college English teaching [J]. Research on curriculum education. 2016(11).
[2] Wu Guiwu. Research on the optimization of college English classroom teaching under the network environment [J]. Rural Economy and science technology. 2017(06).
[3] Xie Jiaojiao. Research on the application of flipped classroom teaching model based on WeChat public platform in college English teaching [J]. Journal of Jilin Radio and Television University. 2017(07).