Research on Higher Vocational Nursing English Teaching Based on Flipped Classroom under Computer Multimedia Technology

Ping Tan1,*

1Hubei Three Gorges Polytechnic, China, 443000

*Corresponding author e-mail: 3256710984@qq.com

Abstract. With the social informationization entering the golden development stage, multimedia technology has been applied to all walks of life. Especially when it is applied to the teaching field, it makes a strong impact on the traditional teaching model, which forces people to optimize and perfect the teaching mode. Under the computer multimedia technology, the teaching mode of nursing English in higher vocational colleges based on the flipped classroom has been innovated and perfected constantly, which has improved the quality of nursing English teaching in higher vocational colleges to a certain extent. This article starts from the perspective of computer multimedia technology, briefly describes the current situation of nursing English teaching in higher vocational colleges in China, analyzes the teaching characteristics of the flipped classroom, and puts forward some concrete measures. It is expected that people can make better use of the characteristics of the flipped classroom to improve the vocational nursing English teaching model.

Keywords: Flipped Classroom, Nursing English in Higher Vocational Colleges, Teaching, Multimedia Technology

1. Introduction

With the impact of new technologies such as multimedia, the idea of liberal education is constantly being proposed, and therefore reform of the education system is imminent. Under the new teaching mode, students should become the main body in teaching, and they should play the initiative of the main body. At the same time, it should arouse their interest and enthusiasm for self-study, and let them grasp more knowledge in self-study and continuous exploration in order to be able to get more comprehensive development. With the increasing frequency of international communication, the English course has attracted much attention in nursing English teaching in higher vocational colleges,[1] but the teaching mode of nursing English in higher vocational colleges has always been restricted by the traditional examination-oriented teaching mode. So there are all kinds of problems, such as single mode, outdated content, low timeliness, and poor interaction, and so on. Therefore, students' English learning efficiency is extremely low. However, with the help of the flipped classroom, the teaching mode is expected to be changed, which will make it closer to the actual nursing English teaching in higher vocational colleges.

2. Current situation of nursing English teaching in higher vocational colleges in China

Up to now, teachers are still in the dominant position in classroom teaching. The way, progress, and content of the course teaches are all decided by teachers, and students can only passively accept it and learn at the teacher's pace. And in higher vocational nursing English teaching, many teachers are using a cram-type teaching model. They mainly fill the whole classroom by telling the prepared course record, and some teachers' course records have even become obsolete. As a result of this pedantic teaching model,[2] most of higher vocational students have lost their interest in nursing English, and their subjective initiative has been declining dramatically. This has seriously hindered students' desire to explore nursing English knowledge. It
is not conducive to the cultivation of national talents, which is the teaching situation that people must face.

3. The analysis of the teaching characteristics of the flipped classroom
As a more advanced teaching model, the flipped classroom has its own unique advantages, which are mainly manifested in the following three points:

3.1. The change in teachers' role
After the introduction of the idea of “flipped classroom” in nursing English teaching in higher vocational colleges, the teachers no longer act as a dictator, but a guide. Because for students, they have their own independent judgment thinking ability, and they also hope to be respected in the classroom and enjoy the right to speak freely. Under the concept of the flipped classroom, the teacher is no longer the dominant and unquestioned authority, and the student is able to argue with the teacher about certain points of view. Therefore, teachers should actively guide students in the teaching of nursing English in higher vocational colleges to carry out autonomous learning and provide some effective help for them. Due to the change in teachers' role, the relationship between teachers and students has been improved, and the learning interaction between them is becoming more and more frequent. At the same time, because the student's main body status will rise from passive to active, and they will begin to explore the knowledge of nursing English, which has significant meaning.

3.2. Change in teaching evaluation
The idea of the flipped classroom has also impacted the traditional teaching evaluation model. Now the comprehensive and multi-dimensional teaching evaluation has replaced the paper test evaluation. As a result of the promotion of the overturned classroom, the main body of teaching evaluation tends to be diversified, combining dynamic process evaluation with summary process evaluation and self-evaluation with others' evaluations and so forth. Detailed and comprehensive teaching evaluation can not only let students know their own shortcomings but also can constantly promote students to get more comprehensive development. See Table 1 below:

| Table 1. Flip the classroom to carry out the ink |
|-----------------------------------------------|
| **Flip the classroom to carry out the link**   |
| Make learning case                             |
| Create the teaching video                     |
| Student's preview and learning                 |
| Teachers know the preparation, study situation |

3.3. Change in the teaching mode
The traditional teaching model of teachers' speaking and students' listening has also been changed under the flipped classroom concept, which has promoted the interaction between teachers and students in the classroom of nursing English teaching in higher vocational colleges to some extent. Both in and after class, teachers, and students are able to discuss different issues equally. At the same time, teachers give students effective guidance in the process so that they can better consolidate their classroom knowledge. In addition, because of the improvement of students' initiative, students' knowledge of nursing English is more flexible and changeable, and it is no longer restricted by time and space.

4. The implementation of nursing English teaching in higher vocational colleges based on the flipped classroom

4.1. Self-examination, discussion, and analysis
On the basis of flipping the classroom, the teacher should assign the students some problems in the next class ahead of time, require the students solve them through the textbook preview and the related material inquiry, and let the students analyze some problematic problems that have been discussed in depth during the preview self-examination process, such as searching literature, asking teachers, and consulting others in learning.
forums. Meanwhile, teachers should give effective help to students and guide them through their own efforts to resolve these doubts so as to keep their active interest in English learning and state. As shown in figure 1:

![Figure 1. Teaching steps](image)

4.2. Classroom interaction and autonomous learning
Based on the idea of flipping the classroom, in the nursing English class of higher vocational colleges, teachers can assign some preview contents to students according to the course tasks. At the same time, students can be divided into several groups and ask the team members to find the answers to the questions based on their English background by using some assistive tools. Through self-directed learning and exploration, they can make relevant notes, and then interact with each other in the classroom to communicate their answers to find their own shortcomings through mutual communication. This is also to adopt others' excellent and correct answers and constantly enrich their own knowledge of nursing English.

4.3. Making micro-lessons and developing self-regulated learning
Based on the idea of the flipped classroom, the knowledge of nursing English teaching in higher vocational colleges should be taught by micro-video. During the preparation of lessons, teachers should collect relevant teaching materials and resources both inside and outside the classroom, and then combine the contents of the lessons to make micro-lessons. At the same time, teachers should ensure that the content of micro-lessons can effectively link up with students' learning progress, and upload it to the teaching platform in time. Then they should let students watch the learning according to their own schedule, record the difficult points and key points in the micro-class, and then focus on them in the classroom.

5. Conclusion
Based on the concept of flipped classroom, the reform of higher vocational nursing English teaching mode under computer multimedia technology not only injects new vitality into teaching, but also realizes how goa applies the flipped thinking to higher vocational nursing English teaching to improve students' English Level.

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