

The Application of Flipped Classroom Teaching Model in German Reading Teaching

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Abstract: The flipped classroom teaching model is the product of the information age. German teachers in colleges and universities should actively carry out flipped classroom teaching, make micro-lessons according to the teaching focus of reading class, upload micro-lessons to online teaching platform and scientifically guide students to preview before class; Actively carry out online live teaching, discuss with students the content of micro-lessons, text topics, and carry out deep reading teaching; Actively carry out online tests to test the effect of online German reading teaching; Carry out offline precision teaching to answer questions for students and improve their German reading comprehension; With the help of online teaching platform to carry out after-school extended learning guidance, publish group German reading tasks, and comprehensively improve the quality of German reading teaching in universities.

Keywords: Flipped classroom; Moral education reading in universities; Necessity; Applied strategy

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1. Concept and characteristics of flipped classroom teaching mode

1.1. Flipped classroom teaching concept

Flipped classroom refers to the teaching mode of re-adjusting classroom and pre-class and after-class teaching time, using information technology to break the restrictions of place and time, advocating the educational concept of “learn first and teach later,” giving more time to students, guiding them to preview before class by using micro-lessons, allowing them to understand the teaching content in advance, allowing them to internalize knowledge in classroom teaching, and allowing them to master the initiative in learning^[1]. Flipped classrooms advocate student-oriented teaching. Teachers release micro-lessons and preview tasks before class to guide students to conduct independent exploration and integrate knowledge. Project-based learning and group cooperative learning are used in class to deepen their understanding of knowledge points. At the same time, flipped classroom also includes after-class extended learning guidance, urging teachers to make and review micro-lessons according to teaching content, release inquiry learning tasks, guide students to conduct extracurricular exploration, and do a good job in and out of class teaching connection, to improve the quality

of classroom teaching ^[2].

1.2. Features of flipped classroom teaching mode

First, the flipped classroom teaching mode advocates that students should learn independently before class. With “students as the main body and teachers as the leading” as the core, flipped classroom teaching mode advocates the use of micro-lessons or the Internet to impart knowledge before class, so that students can internalize knowledge in class, stimulate their enthusiasm for independent learning, and let them take the initiative to ask questions and pursue questions, which changes the traditional filling teaching mode ^[3]. Under the flipped classroom teaching mode, students can watch micro-lessons independently, repeatedly watch the knowledge points and weaknesses that they are interested in, master their learning time, and form a good habit of independent learning.

Second, flipped classroom teaching pays more attention to interactive communication, which is divided into three parts: (1) before class, (2) during class and (3) after class. Before class, students are allowed to preview and interact with each other on the online teaching platform, and teacher-student interaction and discussion are carried out in live online teaching to timely solve the problems encountered by students in self-preview and internalization of online knowledge. At the same time, in classroom teaching, teachers can carry out project-based learning and group cooperative learning, encourage students to explore problems cooperatively and improve their cooperative learning ability and teamwork spirit ^[4].

Third, flipped classroom teaching pays more attention to students’ learning experiences. Under the flipped classroom teaching mode, students can study independently according to their understanding of knowledge and development of problems, selectively watch teaching videos, have online discussions and interactions with classmates and teachers, explore the videos and topics they are interested in, deepen their understanding of knowledge points, better internalize knowledge points and improve learning efficiency ^[5].

2. The necessity of applying flipped classroom teaching mode in German reading classes in colleges and universities

2.1. It is helpful to stimulate students’ interest in German reading

Many college students have “zero foundation” in learning German, vocabulary, grammar and phrases, and other reserves are relatively weak, difficult to understand the content of the text, and lack of independent reading enthusiasm. Flipped classroom teaching mode takes students as the center, uses micro-lessons and a blended teaching platform that students are happy to see to carry out German reading teaching, creates thematic reading context, enables students to understand new words and new grammar in the context, helps them translate the text with context, promotes online communication between them and teachers and classmates, and is conducive to stimulating their interest in German reading to improve their reading ability ^[6].

2.2. It is conducive to improving the quality of German reading teaching

Flipped classroom teaching mode includes three aspects: (1) pre-class preview, (2) in-class internalization and (3) after-class expansion. It closely links pre-class, in-class and after-class teaching. Micro-class and online teaching platforms are used to guide students to pre-class preview, online discussion and after-class group cooperation to build a good interactive relationship between teachers and students and students, which is conducive to improving the quality of German reading teaching ^[7]. At the same time, German teachers in

colleges and universities can use the online teaching platform to import diversified reading materials such as German news and German novels, guide students to explore the differences between moral education and Chinese culture online, expand the teaching content of reading classes, and help improve the teaching level of German reading.

2.3. It is conducive to improving students' German reading ability

Under the flipped classroom teaching mode, German teachers in colleges and universities can use micro-lessons to provide pre-class guidance, explain the core knowledge points and topics of the text, publish reading preview tasks, and push text-supporting videos, to facilitate students to understand the content of the text according to the videos, which is conducive to improving their reading comprehension^[8]. Meanwhile, in online teaching, teachers can encourage students to carry out in-depth reading, let them independently translate key passages and famous sayings of the texts, and encourage them to discuss German translation skills, which is conducive to improving their German reading and translation ability.

3. The application strategy of flipped classroom teaching mode in German reading teaching

3.1. Carefully prepare the preview micro lesson and scientifically guide the students to preview before class

First of all, German teachers in colleges and universities should analyze the teaching content of the reading class, clarify the teaching focus of the three modules of vocabulary, grammar and discourse, make micro lessons according to the teaching focus, read the keywords, phrases and typical example sentences of this class in a standardized manner, use the mind map to list grammar points, design question chains according to the text content, and guide students to read the text in depth^[9]. Secondly, teachers should publish German reading tasks in micro lessons to guide students to conduct in-depth analysis of texts, explore ways to solve problems, and independently collect relevant extracurricular knowledge.

3.2. Carry out online live teaching and innovative German reading teaching mode

Online teaching is the most important part of flipped classroom teaching mode, and it is also an important part of teacher-student interaction and student-student interaction. First, German teachers can play pre-reading micro-lessons, analyze the micro-lessons with students online, encourage them to share reading results, and let them use German online text content, core vocabulary and phrases and other knowledge points so that they can actively participate in online teaching, active online teaching atmosphere, and stimulate students' enthusiasm for independent learning. For example, some students think that under the "One Belt and One Road" strategy, the economic and cultural exchanges between Germany and China are becoming more frequent, so more Germans are learning Chinese. Some students have collected German proverbs related to the text "Ein gutes Gewissen ist ein sanftes Ruhekissen," which reflects the concise and comprehensive side of German^[10].

Second, teachers can encourage students to translate the text online, set aside about 10 minutes of online discussion time, encourage students to analyze the key paragraphs of the text, promote their interaction, deepen their understanding of the main idea of the text, emotional value and translation skills, and comprehensively improve the quality of German reading teaching. In the online discussion, students can analyze the Chinese meaning of words in different contexts, experience the multi-translation of one word,

translate key sentences according to the context, experience the differences in language habits and culture between German and Chinese, digest the German knowledge contained in the text, and further improve their German reading comprehension. Teachers encourage students to share the translated texts online, comment on their translations, affirm students' advantages in time, explain the existing problems, and answer students' questions in time, so as to improve the quality of German reading teaching^[11].

3.3. Carry out online German reading test to check students' reading effect

German teachers in colleges and universities can use the online teaching platform to carry out online tests, design online test questions of vocabulary, grammar and discourse, upload the test questions and answers to the online teaching platform, set the answer time, realize intelligent testing, and use data to summarize the correct rate of each question, student scores, and questions with many errors, which can not only test the effect of online reading teaching. It can also provide accurate data for offline teaching. The online teaching test mainly focuses on multiple-choice questions, fill-in-the-blank questions and text translation. The vocabulary module requires students to write the core vocabulary and phrases of the unit, the fill-in-the-blank questions are based on fixed phrases and key sentence patterns, and the translation is based on the translation of example sentences of the text, which comprehensively tests students' mastery of vocabulary, grammar and text. Students can check their results online, select their wrong questions for analysis, identify their knowledge shortcomings, read the text again in-depth, check the gaps in time, and further improve the reading quality of the text^[12].

3.4. Make clear the key points of offline reading teaching to improve students' German reading ability

German teachers in colleges and universities should optimize the link between online and offline teaching, focus on the problems in pre-class reading and online teaching, carry out offline precision teaching, and further improve the quality of German reading teaching. First of all, teachers can carry out offline project-based teaching, take online problems with more errors as learning tasks, let students freely group, and let them cooperate to explore ways to solve problems, to improve their inquiry learning ability. For example, each group can combine the theme of "Chinese fever" to carry out extra-curricular exploration, collect German proverbs and German customs related to the theme of the text, clarify the methods of German learning Chinese, and write a composition on Chinese learning methods to further improve their cross-cultural communication ability. Each group can analyze the problem, use the Internet to collect knowledge points related to the question and the text, and integrate these knowledge points into the group composition, discuss the German composition with other groups, and continue to read and write, to further improve their German reading and writing ability^[13].

Secondly, teachers can encourage each group to share the answers, read the composition, let them state their views on German and Chinese translation and cultural exchange, and carry out group self-evaluation and mutual evaluation, so that students can participate in the teaching evaluation, to further improve the quality of German reading teaching, and give play to the advantages of flipped classroom teaching.

3.5. Guide students in extracurricular learning online to improve the quality of German reading teaching

First, German teachers in colleges and universities should use flipped classroom teaching mode to guide

students in extracurricular learning and lead them to conduct extended reading, which is conducive to enriching their German knowledge reserve and improving their cross-cultural understanding. For example, teachers can select moral education news, newspaper articles and other materials with similar themes to the text, publish these reading materials on the online teaching platform, encourage students to choose the foreign language articles they are interested in reading, let them independently translate moral education news and articles into Chinese, so that they can understand more authentic expressions of moral education and German culture, and answer students' questions online. It can also broaden the reading teaching channels so as to improve the quality of German reading teaching ^[14].

Second, teachers can share reading skills of German social news discourses online and list common expression sentence patterns. For example, “dafur verantwortlich ist/der Grund liegt darin/etwas liegt daran/etwas wurde von etwas verursacht... ,” guide students to understand the political, economic and cultural development of Germany through newspapers and periodicals, let them find out advanced sentence patterns in newspapers and periodicals, German proverbs and other materials, promote their thinking development, and further improve their German reading level ^[15].

4. Conclusion

In short, German teachers in colleges and universities should actively learn the flipped classroom teaching mode, redistribute the teaching time before, during and after class, implement the student-oriented and individualized education concept, respect the differences in students' German learning ability, customize micro lessons and online teaching programs for them, prepare preview micro lessons according to the text theme and difficult knowledge points, and publish reading tasks in micro lessons. Teachers publish micro-lessons on the online teaching platform so that students can download them independently, actively carry out live online teaching, guide students to discuss the text content online, encourage them to translate the text independently, carry out online tests, timely understand the knowledge points of students, carry out offline teaching for the wrong questions in online tests, and encourage students to carry out project-based learning and group cooperation. At the same time, teachers should use the online teaching platform to carry out offline German reading guidance, publish German reading review micro lessons and extended reading tasks, facilitate students to carry out after-class extended learning, improve their German reading comprehension ability and translation ability

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