

Practice and Further Thinking of Modern Flipped Classroom Teaching Mode in University Students' Career Education

Chen Zhuo
China West Normal
University, Nanchong, Sichuan,
China, 637009

Abstract: Practice and further thinking of modern flipped classroom teaching mode in university students' career education is studied in this paper. Career education guidance in colleges and universities must conform to the development trend of new media, deeply analyze the advantages and disadvantages of new media for college students' employment and entrepreneurship, and at the same time carry out a comprehensive integration of the latest framework. The flipped classroom starts after the class. Students learn by actively searching for information or watching videos. Teachers can make some online courses and also record some videos to let students learn some knowledge actively. Accordingly, the proper combinations are considered.

Keywords: Career education; university student; flipped classroom; teaching mode; further thinking; practice

1. INTRODUCTION

The career planning course for college students pays attention to the all-round development and lifelong development of students, and undertakes the talent training goals of then guiding students to establish the correct career outlook to improve professional quality, and master planning skills. As we all know, colleges and universities have always been the teaching goal of sending high-quality talents for the country.

The standard of the high-quality talents not only means that students need to then master relevant professional skills and professional knowledge, but also be able to guide students to embark on employment activities smoothly, and be able to exert their own brilliance in some employment positions and contribute to social development, we consider listed aspects.

(1) After the implementation of career planning education, the teaching content of general higher vocational colleges can be effectively enriched, so that students can further master more vocational skills and career education skills through the implementation of this core education, and expand their career education development space after graduation. It then finds suitable career education opportunities for itself, continuously improves employment competitiveness, and contributes to the realization of self-worth.

(2) In order to promote the orderly development of career planning education of college students in the new era, it is necessary to then inject new spiritual connotation into career teaching activities of college students.

(3) The smooth advancement of career planning education is inseparable from the creation of a general good educational environment, including policy support, teacher guarantee, and campus cultural dissemination, etc.

Then, we consider the flipped classroom scenario. The flipped classroom starts after the class. Students learn by actively searching for information or watching videos. Teachers can make some online courses and also record some videos to let students learn some knowledge actively.

When they find problems, they can look up the information and think about it. It has positive significance for improving students' learning efficiency. Flipped classroom uses modern information technology to subvert the traditional teaching mode and teaching concept, but also has a positive impact on the cultivation of students' self-discipline and self-learning ability, as well as the creation of the new student-centered teaching mode.

As shown in the following figure 1, the mode is presented as the referring.

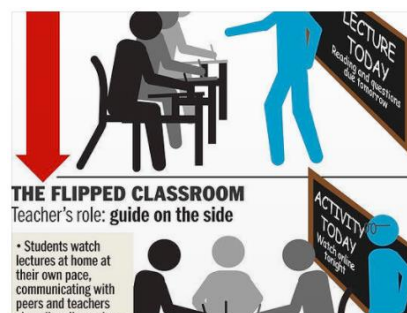


Figure. 1 The Flipped Classroom Teaching Mode (The link: <https://www.researchgate.net/post/Flipped-Class-Room-Education-can-inspire-the-modern-teaching-sytem-for-Fashion-How-in-the-context-of-a-middle-incoming-country-like-Bangladesh>)

2. THE PROPOSED METHODOLOGY

2.1 The Practice and Further Thinking of Modern Flipped Classroom Teaching Mode

Vocational education reform emphasizes the simultaneous improvement of the students' knowledge, skills and also the professionalism, and pays more attention to comprehensive cultivation of college students' morality, intelligence, physical education, art and labor in the new era, helping students form creative thinking of the independent thinking and independent exploration. University classes are more flexible, so students can group themselves, for example, those with the same major or the same knowledge can form a group, so that students can think with questions, which can deepen the impression and

improve learning efficiency, this active learning style is then conducive to improving students' personal skills.

The classroom has the following focuses.

(1) The biggest advantage of the flipped classroom is to move the traditional classroom teaching directly then outside the classroom, transform the face-to-face classroom time between teachers and students into the time for rich and meaningful learning activities, emphasize the interaction between teachers and students, and realize the general deep participation in the classroom to maximize teaching effectiveness.

(2) In the flipped classroom teaching mode, teachers should continuously expand their knowledge, continuously improve their teaching ability and teaching quality, and then satisfy students' thirst for knowledge.

(3) The flipped classroom is student-centered, and students are in the position of active learning, interactive learning and individual learning in the learning process that focuses on student inquiry and aims to then improve the students' ability development.

2.2 The University Students' Career Education

Analyzing from the perspectives of supply and demand, we found that the real dilemma faced by employment is: the "difficulty in recruiting" for enterprises and the "difficulty in finding a job" for graduates. On the one hand, companies are thirsty for talents; on the other hand, many fresh graduates cannot find ideal jobs. In order to provide professional career planning education for college students, it is necessary to have a professional team of teachers, the professional quality of college students' career planning educators should be then excellent.

However, in terms of teaching quality of Chinese university career planning educators, it still needs to be improved. The vocational career planning educators of the Chinese university students have more about the theoretical knowledge of the vocational career planning, and lack the practice teaching activities of the vocational career planning for the university students. Teachers' professional quality and teaching quality are directly related to the improvement of the quality of college students' career planning teaching activities, and also directly related to the effective training of the high-quality practical talents. At the level of teaching methods, adhere to the student-centered, three-dimensional and also diversified teaching methods based on experiential teaching methods, cultivate students' spirit of inquiry, reflection, innovation and comprehensive quality, and combine online and the offline flipping in the teaching process classroom.

3. CONCLUSION

Practice and further thinking of modern flipped classroom teaching mode in the university students' career education is studied in this paper. College educators must be aware of the teaching value and teaching significance of career planning education. And based on the realistic employment needs and employment situation of the society in the current new era, active and effective educational measures should be taken. Then, the latest classroom pattern is well combined for the implementation of the systems. In the next stage, the applications will be then tested on different colleges.

4. ACKNOWLEDGEMENT

This research has been financed by the China West Normal University science research project in 2019"Research on the effectiveness of career education under the new employment situation"(416861).

5. REFERENCES

- [1] He, Jie. "Research and practice of flipped classroom teaching mode based on guidance case." *Education and Information Technologies* 25, no. 4 (2020): 2337-2352.
- [2] Li, Bao-Zhu, Nv-Wei Cao, Chun-Xia Ren, Xiu-Jie Chu, Hao-Yue Zhou, and Biao Guo. "Flipped classroom improves nursing students' theoretical learning in China: a meta-analysis." *PLoS one* 15, no. 8 (2020): e0237926.
- [3] Xu, Ziling, and Yeli Shi. "Application of constructivist theory in flipped classroom-take college English teaching as a case study." *Theory and Practice in Language Studies* 8, no. 7 (2018): 880-887.
- [4] Da-Hong, Li, Li Hong-Yan, Li Wei, Jun-Jie Guo, and Li En-Zhong. "Application of flipped classroom based on the Rain Classroom in the teaching of computer-aided landscape design." *Computer Applications in Engineering Education* 28, no. 2 (2020): 357-366.
- [5] Ma, Fubo, and Chang Guo. "Research on dance teaching mode based on flipped classroom in the internet+ age." *Informatica* 43, no. 3 (2019).
- [6] Khan, Ramzan N., and Rashmi Watson. "The flipped classroom with tutor support: An experience in a level one statistics unit." *Journal of University Teaching & Learning Practice* 15, no. 3 (2018): 3.
- [7] Tsai, Meng-Ning, Yu-Fan Liao, Yu-Lin Chang, and Hsueh-Chih Chen. "A brainstorming flipped classroom approach for improving students' learning performance, motivation, teacher-student interaction and creativity in a civics education class." *Thinking Skills and Creativity* 38 (2020): 100747.
- [8] Xiao-Dong, Li, and Cao Hong-Hui. "Research on VR-supported flipped classroom based on blended learning—a case study in "learning english through news"." *International Journal of Information and Education Technology* 10, no. 2 (2020): 104-109.
- [9] Zhang, Jiayan, and Honghui Mu. "Exploration and practice of flipped classroom in physical education teaching in vocational colleges." *Advances in Educational Technology and Psychology* 5, no. 11 (2021): 2728-2736.
- [10] Lu, Yeqin. "'Microcourse' based flipped classroom teaching mode for ideological and political education of colleges and universities." In *2020 6th International Conference on Social Science and Higher Education (ICSSHE 2020)*, pp. 693-697. Atlantis Press, 2020.
- [11] Wu, Su, Shinong Pan, Ying Ren, Hong Yu, Qi Chen, Zhaoyu Liu, and Qiyong Guo. "Existing contradictions and suggestions: flipped classroom in radiology courses of musculoskeletal disease under Chinese medical educational mode from medical imaging student perspective." *BMC Medical Education* 20, no. 1 (2020): 1-11.
- [12] Steen-Utheim, Anna Therese, and Njål Foldnes. "A qualitative investigation of student engagement in a

flipped classroom." *Teaching in Higher Education* 23,
no. 3 (2018): 307-324.

teach English pronunciation." *Computer Assisted
Language Learning* (2021): 1-29.

[13] Xue, Xiaojiao, and Richard Erick Dunham. "Using a
SPOC-based flipped classroom instructional mode to