

Research on the Strategy of Preschool English “Flipped Classroom” Teaching Resource Development in the Era of Big Data

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Abstract: With the speeding up of globalization and the advent of the era of big data, preschool English education has been thriving in recent years. Though preschool English teaching resource continues to develop, there are still some defects and space for its improvements. The analysis of the significance of preschool English “flipped classroom” development combined with its present situation in the era of big data and the corresponding strategies put forward in this article aim to promote the vigorous development of preschool English education.

Key words: The era of big data, preschool English, flipped classroom, teaching resource development

Introduction

In the era of big data, its thinking provides a new train of thought for the development of preschool English teaching resources thanks to its technology breakthrough, which plays a great role in promoting preschool education. With the deepening of the new educational reform, the reform of teaching resources is also increasing. Preschool education teaching resources, as an important aspect of modern education resources, enjoys a continuous rapid development owing to the era of big data. And the development of the “flipped classroom” teaching mode not only provides new opportunities for preschool English teaching resources development, but also contributes to its introduction of new ideas. Generally speaking, there is huge space for the development of English preschool education teaching resources. But for now, there are a lot of shortcomings. People are still largely conditioned by the old way of thinking about preschool education, and some adjustments and changes are also needed to be made for the teaching resources. With the aid of the era of big data, we must dare to break through the original framework to seek the teaching resources that are more adaptable to the development of era combined with the “flipped classroom” teaching mode and develop new areas of preschool English teaching resources.

1. The morphology changes of preschool English teaching resources in the era of big data

Teaching resources provide various available conditions for the effective development of teaching activities from the teaching

material, the teachers, to the infrastructure. In terms of the types of teaching resources, they can be divided into static default classroom teaching resources including both in and out the class, inside and outside the classroom, dominant and recessive teaching resources and dynamically generated classroom teaching resources with students, teachers together with the texts included. However, since the 1980s, preschool education began to rise in the country. Since then, the preschool English enlightenment education in our country develops continuously to a great extent with the development of technology and the change of the thoughts and thinking modes of the parents and its form has also changed a lot.

In the early stage of English preschool education, people only use textbooks, and most are imported materials, while not a set of teaching material all of its own is available for special preschool children in domestic. The single using of the textbooks greatly limited the extension of the preschool English resources since its resources inside and outside the classroom is limited. Later, with the progress of technology, multimedia and English teaching resources are combined together. CD, for example, as a good carrier of large data storage, is widely used in preschool English teaching resource development. Considering its durability, convenience and high ratio of performance, people use it to archive and transfer term English education related data. All kinds of graphic resources began to appear widely. Audio and video constantly increased to preschool education teaching resources. And later, with emphasis on teachers' main body status, the public classes of the preschool education related topics have also been unceasingly. Not only do the students participate in the classes, but the teachers also communicate more.

Fund: This paper is the research result of the key project of Guangdong Province college students ‘cultivation of scientific and technological innovation (special funds of 2015 climbing plan: pdjh2015a0634); It is also the research result of 2015 Annual Guangdong Higher Vocational Education Quality Engineering Construction—the Construction and Interactive Development of Flipped Classroom Teaching Group in Higher Vocational Colleges (GDJG2015124), and the research result of 2016 Annual Project of Guangdong Teachers College of Foreign Language and Arts—Research on the Integration Strategy of College English High-Quality Resources Based on MOOCs (2016K01).

Its distinction and pertinence contribute to the improvement of teachers’ professional level and also play positive roles in promoting preschool education resources development. To now, in the era of big data, large-scale open online resources are known for people. According to the 37th Chinese Internet network development state statistic report released by CNNIC recently, it shows that up to December 2015, the number of online education users in our country has reached 110 million, of which users about children early education account for 10.7%. Thus it can be seen that large-scale preschool English open courses have also become the most important part of preschool English teaching resources. In the future, the form of preschool English teaching resources can be more diversified with social development, scientific and technological progress and changing perceptions.

2. The significance of preschool English “flipped classroom” teaching resource development in the era of big data

“Flipped classroom”, also called “inverted classroom”, refers to the reasonable allocation of the teaching time inside and outside the classroom, the teacher’s giving priority to develop capacity rather than impart knowledge and the changing from classroom study to a variety of learning styles in order to give the students rather than teachers learning initiative and make up for the shortcomings in the traditional teaching. Flipped classroom teaching resources refers to the import materials provided for the students to study before class including micro-videos, course wares and tests etc. When making preparations before class, students use teaching resources like videos to understand and absorb knowledge on their own and then deepen the impression and internalize the knowledge^[1] so as to achieve better teaching effect through the classroom interaction between teachers and students. In the era of big data, the preschool English “flipped classroom” teaching resource development is of great significance.

2.1 Help to train children’s communication skills and motivate their creativity and imagination

The objects of the preschool education are children from 0 to 6 years old. According to Piaget’s theory of cognitive development, children need to experience the sensor motor stage from 0-2 years old and the preoperational stage from 2 to 6 years old. In the process of preschool English education, the students’ getting rid of the situation being controlled by the teachers in class, reading, watching videos, discussing the problems in the preparation and study, putting the subjective initiative into full play and learning autonomously contribute to their growth and development in these two stages. To develop the corresponding learning materials according to the understanding of the students is advantageous to the school to create a better learning environment for students. And in this process, children’s interest in English learning becomes more aroused, their burden gets eased and they devote themselves into English learning to feel the charm of English learning. This also helps to improve children’s information exchange and processing ability, letting them

learn to express and communicate better as well as think more independently, which is beneficial to exercise its attention and cultivate their imagination and creativity.

2.2 Broke the limits of previous English preschool education to promote the further development of education

In the past, teachers are dominant in the classroom in preschool education, while students play the role of passive to accept knowledge. In class, the traditional teaching just completed the transmission of information, especially for preschool children without a sense of independent choice who become the information infusion objects without real implementation for the absorption and internalization of knowledge in the classroom. The purpose of learning and initiative being not strong, and the limitations of teacher’s role, curriculum model together with management mode greatly limit the development of students. Combined with flipped classroom teaching idea, the preschool English teaching resources designed which take the students as the main bodies are advantageous to realize the transformation of identity between teachers and students, the redistribution of the class time and the increasing of the interaction in the process of learning. In the era of big data, to analyze the data of course selection, online learning, interaction and feedback can help to understand young children’s behavior and develop and research on the teaching resources pointedly so as to give full play to the initiative for students. Under the scientific teaching mode of flipped classroom, teacher’s education ideas, teaching ideas and teaching methods have great changes. Besides, the development of the teaching resources become more directive and the student’s learning effect is more obvious.

2.3 Help to develop creative thinking and reserve talents for the country

The strong personalized feature of the way of thinking in the era of big data is of great practical significance in the field of education. At the same time, the forward-looking characteristics of the way of thinking in the era of big data^[2] are also instructive for preschool English “flipped classroom” teaching resource development. Creative thinking is a feature of big data era thinking mode. Giving play to creative thinking for preschool English teaching resources development is not only a try to use big data thinking to personalized preschool education practice, but also the basis of meeting the needs of informationization, the development of knowledge-based society, and the cultivating talents of individuality and independence of thought for the country.

3. The current situation of preschool English “flipped classroom” teaching resource development in the era of big data

In the era of big data, though the preschool English “flipped classroom” teaching resource development is booming, there are also many problems, such as the high external dependency of teaching resources, the single structure of teaching resources, the teaching resource system being not established, the popularization of co-construction and sharing ideas and etc.

3.1 The needs of the students' parents dominate which neglects the needs of students

At present, students' parents are blind toward the children's English preschool education, which leads to many parents' choosing to arrange their children to attend many after-school classes. Since some institutions are not qualified for preschool English education institutions and their choice of teaching resources are based on profits, different levels of preschool English education co-exist on the market. And the emergence of the problem is largely due to the defects of preschool English "flipped classroom" teaching resources development, which thus leads to the confusion of the market. To recruit more students and to meet the needs of the parents, they are keen to open English teaching activities. But most of the teaching resources are developed in the perspective of parents who want their children to learn, rather than to meet the needs of children's development. The existing teaching materials are too hard, which fail to develop the teaching materials suitable for children's development in different stages. This does not make much sense for students' learning. On the contrary, many students' enthusiasm of learning English is killed early in the bud.

3.2 The quantity and quality of the teaching resources are uneven, which do not have sound standards and auditing mechanism

For most basic English teaching materials, there are not a lot of resources on the market that can meet the demand of most children and there exist many problems. Some are manufactured in a rough way, which can't stimulate students' interest in learning English. Some are of high adult degree with their emphasis on grammar and word memorization, which could not meet the demand of the development of students indeed. Take the Cambridge Children's English and "New Concept Children's English" for example. These textbooks enjoy a high market share, which occupied a large part of preschool English education resources. However, preschool English education teaching material, unlike other teaching materials, isn't booming like flowers. Therefore, no matter in terms of quantity or quality, there are a lot of shortcomings in preschool English teaching resources development.

3.3 Few related researches can be used for references and the coexistence of challenges and opportunities

Up to August 9, 2016, searching from CNKI, hundreds of thousands of research literature on English teaching resources development can be found. The literature about "English preschool education resource development" is very few, and insufficient information is available for people to understand and learn. Thus, people have researched very few on this, and the development of preschool English "flipped classroom" teaching resources is not enough. On the one hand, the new study content brings us pressure and challenge; On the other hand, the great rise and development space also provide us with opportunity.

3.4 The teachers are weak and unbalanced in gender and profession

The single structure of preschool teachers has been a challenging problem. Although the colleges and universities opening English preschool education majors are increasing, there is still a big gap for the training of specialists in the field of preschool children's English learning. For now, the total quantity of the preschool teachers is few, which cannot meet the demand of the national English teachers. Besides, the teachers engaged in preschool education haven't got an enough high education and professional level and their comprehensive quality is not enough comprehensive developed. Apart from these, most teachers engaged in preschool English teaching are women teachers, and the proportion of male and female teachers is extremely unbalanced.

4. The strategies of preschool English "flipped classroom" teaching resource development in the era of big data

4.1 Determine the standard of static teaching resources, and improve the auditing mechanism of teaching resources

There is no doubt that teaching material is the most basic curriculum resource in the preschool English "flipped classroom" teaching resources development. In front of the current situation of its development, the first step in the era of big data is to standardize the process of making the teaching material and improve its making and application mechanism. According to the experience of the flipped classroom teaching resources development and design, it is necessary to deepen the investigation of the types of students' interest as well as the modes and means of their activities. Determine the corresponding teaching materials according to their existing development rather than the teachers' or parents' demand, which are close to the children, maintain the continuity of the teaching material and provide the language model of high quality^[3], to achieve autonomous learning goals adapted to the development of personality. At the same time, carry out the corresponding auditing mechanism for the issuance and usage of new teaching materials to guarantee the professionalism of the teaching resources on the market and resolutely put an end to the phenomenon of good and bad teaching resources being mixed up.

4.2 Pay more attention to the faculty to improve the overall teaching level

To use the flipped classroom teaching mode for reference, we need to review teachers' status in the teaching activity. But what is undeniable is that the teacher is still the most important curriculum resource in the preschool education teaching resources. But so far, there is still a large part of people think that teachers engaged in preschool education don't need to have a high degree, holding that children's education can be emphasized again from primary school, which shows little recognition for preschool education teachers. To develop preschool education teaching resources better, more importance is needed to be attached to this problem to change people's rigid ideas and improve the recognition of teachers' identity. From some of the policies of supporting education reform and development introduced by the country in recent years, it can be seen

that the country has introduced a lot of corresponding policies for the integration and sharing of teaching resources, which contributes to the deepening of the education reform and its better development. While for the preschool English teachers, some policies are also needed to be introduced to change some problems at present slowly. We need to strengthen the training of preschool English teachers and improve their professional quality not only by establishing the preschool education major in higher vocational colleges, but also popularizing this major in colleges and universities so as to establish a complete training and reward mechanism, which is the necessary step in the process of teachers’ professionalization development^[4].

4.3 Implement the linkage of four elements: the platform, teachers, learners and learning resources with Multi-participation^[5]

In addition to what mentioned above, that is, the cooperation among parents, teachers and platform, the learners also need to be involved. As far as we know, the children in the kindergarten just remember and repeat what the teachers said. And some parents may also have shortcomings to communicate with their children in English, which makes preschool English study hard to achieve its expected results. Besides, teachers’ teaching content tends to lose a lot in the process of such information transmission, which leads to the unsatisfactory teaching effect. In the process of the communicating between teachers and parents, children’s ideas also need to be taken into account. Only by realizing the three-way interaction system including teachers, parents and children to guide the parents to set up correct concepts of preschool education and use the network teaching resources reasonably to lead the children into the English learning, and promote the transformation of teacher identity to let the children play a certain autonomy can we really achieve multi-win.

4.4 Establish preschool English network teaching resources to promote the popularity and sharing of high quality teaching resources

In the era of big data, the development of preschool English teaching resources needs to play the role of network resources. We need to integrate existing resources, and pay more attention to the construction of resources, technology and talents. In the era of big data, we should make full use of resources with high quality and advanced technology. For some operations on preschool education and teaching, we can be bold in learning and absorbing foreign teaching mode. Adjust measures to local conditions and receive the good while discard the dregs to construct high efficient and practical preschool English education infrastructure, to build safe, civilized

and green information resource integration mechanism, to innovate the operation mechanism and the management pattern, to establish open education resources public service platform to be shared among teachers so as to promote the common progress of the preschool education professional teachers.

Conclusion

As Schon Berg puts it, “the era of big data opened an important transition and changed our way of life and understanding the world.” In the era of big data, we should change the way of thinking in the ways and tactics during the development of preschool English teaching resources, to adopt new methods, new technology and new media for further study of the development of preschool English “flipped classroom” teaching resources^[6], to make students better involved, to let parents play a bigger role, to make teachers take on different roles, and to follow the law of the development of children’s English education^[7] so that the Chinese preschool English classroom teaching resources that can meet the demand of the development of Chinese students can be developed and the preschool English teaching resources can develop more comprehensively and systematically.

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