

Enhancing College English Teaching with Sports Psychology: A Hybrid Flipped Approach

Yiwen Zhang^{1*}

Abstract

This study aims to explore the effectiveness of blended flipped college English teaching based on sports psychological intervention. Flipped classroom is a student-centered teaching method, which emphasizes students' independent learning outside the classroom and in-depth discussion and practice in the classroom. Sports psychological intervention is an intervention method that promotes students' physical and mental health and learning performance through sports activities and training. With the help of MOOC concept and technology, the author designs a new hybrid college English teaching model based on Flipped classroom with the core concept of "interaction and collaboration", and applies it to teaching practice. The research results indicate that, this teaching mode enhances students' interest in learning, cultivates their autonomous learning ability, enhances the spirit of unity and cooperation among students, improves their innovation awareness and critical thinking ability, and has a significant teaching effect.

Keywords: Sports Psychology, Flipped Classroom, English, Teaching.

Introduction

Classroom teaching activities are a core component of college English education and an important link in improving the overall quality of teaching. How to enable students to experience relaxed and joyful positive emotions in college English teaching activities, and how to enable students to learn and grow happily, are issues worth educators to ponder deeply. The learning and application of language mainly rely on the rational and optimal operation of a person's subconscious energy and information. With the widespread application of sports psychology concepts in education, the author has found that the sports psychology concept of cultivating individuals' positive qualities and forces has lit up a bright light for the current difficulties in educational practice, guiding the direction of smooth progress and development of education and teaching. In classroom teaching, we should pay attention to and enhance the psychological quality of Student activism 'sports, starting with the positive factors of students themselves, we should mobilize their own positive power and self-learning potential, cultivate their positive and optimistic mentality, enhance their positive experience in the learning process, enable students to fully recognize themselves, be happy with themselves, and find their own learning methods and learning rhythm in learning, the ultimate goal of education is to learn how to learn, learn how to be a person, and make students learn and grow happily (Guckian et al., 2023).

The research focus of sports psychology is on the psychological qualities and positive qualities of human beings, advocating for a more positive attitude towards new interpretations of psychological problems and phenomena, and actively helping people with psychological problems, mentally healthy individuals, and individuals with certain talents to utilize their positive forces and excellent qualities to maximize their potential and achieve a happy and beautiful life. Sports psychological intervention refers to the use of relevant theories of sports psychology to purposefully, systematically, and systematically influence a certain individual's psychological activities, personality psychological characteristics, etc., in order to make positive changes towards the expected goals. When applied to the field of students' learning psychology, it is necessary to view their learning psychology and behavior from a positive perspective, cultivate positive learning psychological qualities, overcome psychological and behavioral problems in learning, help students develop their potential, and thus shape a positive and upward learning mindset. The exercise psychological intervention mentioned by the author mainly aims to promote students' good adaptation to learning behavior, form scientific and efficient learning habits, and enhance their sense of self-efficacy in learning (Eichler, 2022). The concept of sports psychological intervention will undoubtedly provide new perspectives and methods for improving the learning psychology of college students. The rapid development of information technology has influenced the way people acquire knowledge, promoted teaching innovation, and

¹ Foreign Language School, Xi'an University of Finance and Economics, Xi'an, Shaanxi, 710061, China.

Email: jessica_zhang2023@163.com

* Correspondence: jessica_zhang2023@163.com

produced many new educational ideas and concepts. The large-scale networked teaching model has fundamentally changed the role of teachers and the relationship between teachers and students. Teachers have transformed from knowledge transmitters into guides and problem-solvers, no longer the authority and subject of the classroom. Students are no longer passive recipients of knowledge but should fully utilize network information technology for autonomous learning, coordinate with peers and teachers to complete learning tasks, cultivate innovative awareness, and improve critical thinking and analytical abilities. However, networked teaching excessively emphasizes self-directed learning and neglects the leading role of teachers, making teaching monitoring difficult and sometimes unsatisfactory. The new mixed teaching model based on Flipped classroom can solve this problem better (Zhu, 2022). Hua, S. based on the mixed teaching theory of psychology and combined with the entrepreneurship education of college students, they designed a set of PDCA (Plan-Do-Check-Action) teaching mode to meet the development needs of "Internet education", forming several new teaching methods such as "integration of online and offline classroom teaching". In addition, a new performance prediction model based on graph convolutional neural network is proposed, using decision tree data mining method to predict student performance. By extracting high-dimensional user information and knowledge graph, this model is beneficial for the platform managers to understand the situation of students in ti (Hua & Liu, 2021). Liu, A. it is possible to improve the quality of college English teaching and build a new mode of college English teaching. There are few studies on effective bridging teaching and learning in AI applications. This paper analyzes the integration of AI and college English teaching, especially the feedback of autonomous learning evaluation, and tries to explore new teaching models in the context of AI. Relevant studies show that this will provide new ideas and entry points for the reform of the current college English teaching mode, and is of great significance to achieve the goal of college English teaching (Liu & Kong, 2021).

The objectives of "physical Psychology" are mainly to make students master the basic theory and research methods of sports psychology; to understand the development process and current situation of sports psychology and its role in physical education teaching and training; to cultivate students' ability to solve practical problems and rigorous and realistic learning attitude; to cultivate students' interest in "physical psychology", and to lay a solid theoretical foundation for students' later study and training. In this paper, we design a new mixed college English teaching model and apply it to teaching practice. The results show that this teaching mode improves students' interest in

learning, cultivates students' independent learning ability, enhances the spirit of unity and cooperation among students, improves students' innovative consciousness and critical thinking ability, and has significant teaching effect.

Methodology

Practice and Reflection on Sports Psychological Intervention in Blended Flipped English Teaching

The achievement of learning activity goals not only relies on intellectual factors, but also on non-intellectual factors that continuously play a role behind learning activities, and even to a certain extent determine learning outcomes. The teaching content of college English has a certain degree of specificity. The first determining factor for students' learning is intelligence, but what truly determines the success or failure of college English learning is emotional factors and willpower. Therefore, non-intellectual factors should be fully considered in teaching design. Before the intervention, an English learning survey was conducted on two parallel classes, divide them into a natural group and an intervention group. The natural group used traditional teaching methods without any intervention, while the intervention group used hypnosis techniques for exercise psychological intervention. The intervention group actively intervenes with hypnotic relaxation techniques 5 minutes before each class. The main purpose of the intervention is to use hypnotic guidance language to help students relax their bodies, connect with themselves, and focus wholeheartedly on the classroom, improving their concentration. In addition to integrating their body and mind, hypnotic suggestion language also increases hope for English learning, hints for improving memory, and reinforcement of self-efficacy in English learning. After a semester of sports psychological intervention, the learning interest and initiative of the intervention group significantly increased, and the quality and effectiveness of learning were significantly improved (Zhang et al., 2022).

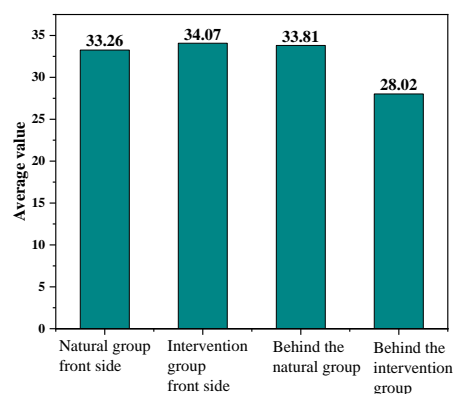


Figure 1: Mean Values of Natural and Intervention Groups.

Figure 1 illustrates that the larger the average data, the smaller the learning interest and the lower the learning initiative. Through calculation, the average statistical data of the natural group's front side is 33.26, while the average statistical data of the intervention group's front side is 34.07. It can be seen that the learning effects and levels of the two groups before the intervention are equivalent. Sixteen weeks later, the average statistical data for the natural group was 33.81, while the average statistical data for the intervention group was 28.02. There is a significant difference in the mean values between the natural group and the intervention group in the posterior aspect. This fully demonstrates that sports psychological intervention has effectively improved the initiative and enthusiasm of college students in learning English, increased their interest and focus in learning, and effectively improved the teaching effectiveness of college English (Sevillano-Monje et al., 2022).

Results and Discussion

Basic Concepts

The theory of sports psychology suggests that the key to maintaining mental health should be prevention rather than treatment, and only prevention is the most effective way to eliminate psychological problems. Based on this viewpoint, the most important aspect of sports psychological intervention is not to "treat" or "solve" students' existing learning psychological problems one-on-one, but to effectively prevent

potential or potential learning psychological problems of students. After reflecting on e-Learning in the late 1990s, people integrated online self-directed learning and face-to-face classroom learning organically by introducing face-to-face teaching, improving the shortcomings of online teaching and forming a blended learning model. This model emphasizes the organic combination of teachers' leading role and students' subjectivity, reflecting the educational ideology of "leading subject".

Flipped classroom subverts the process of imparting knowledge in class and internalizing knowledge outside class in traditional teaching. The basic idea is to place knowledge impartation outside of class. Teachers create course videos and present them through MOOCs and other forms, allowing students to watch teaching videos and learn relevant teaching materials before class, and grasp the key and difficult points of the course, at the same time, provide appropriate exercises to test students' mastery of learning, and conduct discussions online; Then internalize the knowledge and place it in the classroom, concentrate on solving problems that students are unable to master, as well as collaborative communication between teachers and students, in order to achieve better teaching outcomes. According to this idea, this research combines online learning with face-to-face teaching, and designs a hybrid teaching curriculum structure based on Flipped classroom (Figure 2), so that the advantages of the two complement each other (Milne & Twycross, 2022).

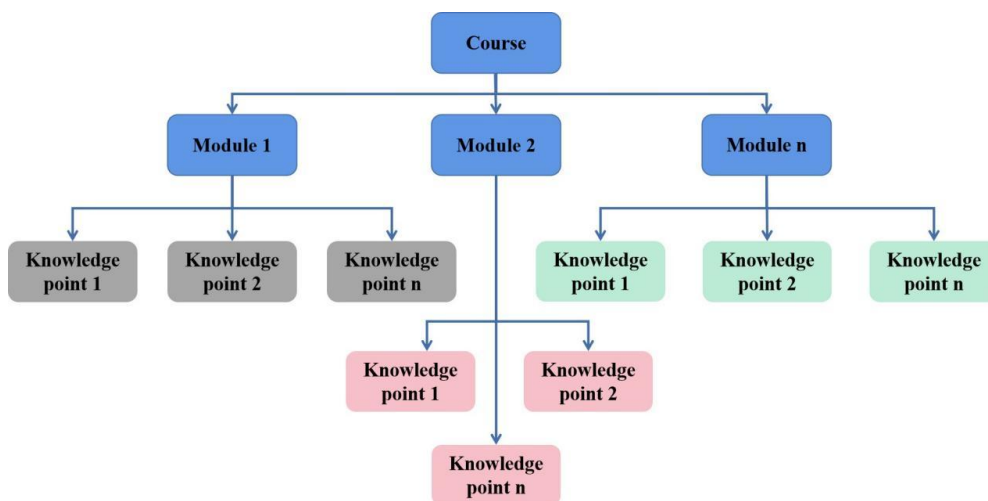


Figure 2: Mixed Teaching Curriculum Structure Based on Flipped Classroom.

The new hybrid teaching based on Flipped classroom designs teaching with the core concept of "interaction and collaboration" by virtue of MOOC concept and technology, integrating the teaching philosophy of "applying what is learned and promoting learning through application" into the entire teaching process; Advocating the "dual subject" teaching concept of "teacher led and

student led", all activities require the guidance of teachers and active participation of students.

Content and Tasks

In the hybrid teaching mode based on Flipped classroom, students are the main body of learning and the center of learning process. Whether teachers can effectively

supervise depends on the effective construction of teaching management platform and its resources. This study establishes a micro course team from aspects such as language knowledge, text understanding, translation and culture, learning strategies, fresh and practical English, and course guidance plans, responsible for completing the production of teaching PPTs, teaching videos, and improving teaching management platform resources; At the same time, collect high-quality online Open educational resources related to teaching content, and design a hybrid teaching mode based on Flipped classroom from both the content and form of the curriculum. Teaching process and teacher-student tasks. Before class, students log in to the teaching platform, download teaching multimedia resources, sort out new learning content, take notes, and complete assignments. At the same time, communicate with classmates and teachers through the internet to understand each other's gains and questions. In class, teachers answer students' questions, listen to their reports, and provide feedback and evaluation (Milne et al., 2022).

Flipped classroom has changed the roles of teachers and students, making teachers change from traditional knowledge imparters to promoters and guides of students' learning. The teacher's task needs to emphasize two points: Firstly, scientifically divide learning groups and reasonably formulate evaluation standards for student learning outcomes; Secondly, before students perform classroom presentations, teachers should, on the one hand, review the PPTs they have made, understand their presentation content, and provide appropriate evaluation. They should also provide students with appropriate pre class learning assistance, play their role as a "scaffolding", and ensure that students' learning abilities are gradually improved; On the other hand, it is necessary to design classroom discussion tasks in advance to ensure effective participation of students. The student task also needs to emphasize two points: Firstly, record the difficulties encountered during the task completion process, list the shortcomings of language knowledge, and communicate with peers and teachers in a timely manner to find solutions to problems; Secondly, the presentation of classroom achievements should not only showcase the content that one feels the most deeply, benefits the most, and appreciates the most during the learning process, but also list the areas where one feels understood while other students are still confused, to challenge others. Additionally, it should also list the problems that one does not understand and needs to consult others, in order to discuss together, improve the presentation effect and learning efficiency. In order to ensure the effectiveness of classroom teaching, each unit needs to design a course

guidance study plan. The content includes unit learning objectives, learning priorities, difficulties, self-reflection, and self-evaluation (Förster et al., 2022).

Specific Implementation of Mixed Teaching Mode Based on Flipped Classroom

Problems in Teaching

Against the backdrop of increasingly diverse and personalized learning methods, both teaching and learning urgently require new teaching models and educational reforms. The introduction of online teaching methods has improved teaching effectiveness, but there are still several issues that need to be addressed. Firstly, students' English proficiency is uneven, and a single teaching process cannot meet their hierarchical needs; Secondly, there is a lack of self-directed learning ability and low utilization of multimedia resource libraries. Students are eager to achieve success in English learning, placing their hopes on the limited time in the classroom and neglecting the autonomous learning process after class. Thirdly, there is a lack of motivation for learning. According to the survey results of 2016 grade students, 36.87% of students' learning motivation is to pass the exam and graduate smoothly, while 42.12% of students' learning motivation is social employment needs. Fourthly, the teaching methods have not broken away from the traditional "full classroom teaching" but have only transformed from the teacher's "oral teaching" to the technical "multimedia teaching". Fifth, there is a lack of interaction between teachers and students. In face-to-face classroom teaching, there is insufficient interaction between teachers and students, and students rarely ask questions; Many students neither take notes nor listen attentively in class, relying solely on downloading teacher courseware. In online learning, teachers lack timely supervision of students' learning behavior and progress, and students cannot receive timely help from teachers when encountering problems during learning. Sixth, there is a lack of emphasis on learning cultural knowledge and improving literacy. In order to cope with the CET-4 and CET-6 exams, students only focus on mastering basic language knowledge and skills such as listening, speaking, reading, and writing, while neglecting the learning of cultural knowledge from various countries and the improvement of innovation awareness and critical thinking ability (Phooun & Sengsri, 2021).

Implementation process of hybrid teaching mode based on Flipped classroom

In response to the aforementioned problems, the author proposes a blended teaching model based on online learning and classroom interaction to ensure the improvement of teaching quality. This mode adopts the Flipped classroom

mode, focuses on the cultivation of students' language application ability, focuses on the unit theme, and sets relevant knowledge points for the theme. The specific implementation process is divided into three stages. Taking Unit 1 of Comprehensive English 2 as an example.

Develop teaching objectives and tasks

Based on the teaching syllabus, comprehensively analyze the language knowledge and ability requirements of students from multiple perspectives such as text understanding and appreciation, cultural awareness, emotional attitude, and learning strategies, determine the expected learning outcomes to be achieved by the course, and based on this, analyze the course system to form knowledge points, and develop detailed teaching tasks. Based on the requirements of expected learning outcomes, the learning content is divided into several teaching modules according to the knowledge structure, and each module is divided into several small knowledge points, which are presented through micro courses and other forms to facilitate students' autonomous learning.

Establishing course teaching resources

Teaching resources include teaching PPTs, micro lessons recorded by teachers, and teaching videos, teachers will find video resources that match the teaching content in high-quality Open educational resources (such as Harvard, Yale open classes, Khan Academy courses, China's national quality courses, university open classes, etc.). Open online education resources allow students to be exposed to the latest teaching content from internationally renowned teachers but may not fully align with course objectives and content. Therefore, teachers need to guide students purposefully. Teachers can record teaching videos and micro lessons on their own, which are consistent with the set teaching objectives and content. At the same time, they can also record multiple versions locally based on students' differences. When making teaching videos, teachers should consider visual effects, emphasize the key points of the theme, design interactive strategies for the structure, and also consider the time that students can persist in watching, in order to "fragmented" the knowledge. Additionally, integrate the excellent learning achievements of previous students (Çakıroğlu & Öztürk, 2021).

Course Implementation Stage

Course teaching implementation process

Implement teaching activities according to the construction method of mixed teaching mode based on Flipped classroom. Firstly, teachers publish course teaching tasks, course learning resources, etc. online on the teaching platform. Students log in to the teaching platform for autonomous learning before class, communicate with peers

and teachers, independently complete assignments or collaborate with group members, and collectively prepare for the presentation of classroom learning results. Teachers answer students' questions through interactive communication in the classroom, provide feedback on relevant information that students have encountered during self-study, and evaluate and supplement the learning outcomes presented by students. Afterwards, students collaborate and explore between individuals and groups to complete knowledge internalization. Teachers should fully record and reflect on the practical process of course teaching in a timely manner, improving teaching behavior at any time throughout the entire teaching implementation process, students are the main body of learning, and the role of teachers is to guide students' learning (Du & Su, 2021).

Teaching activity design

This unit consists of four classes, completing four tasks, namely cultural background, text comprehension and appreciation, key vocabulary and sentence comprehension, and after-school practice and writing. The focus of each class is different, and the ability to cultivate is different, but the ability to "speak" runs through each class. Firstly, identify problems and learning tasks. The teacher designs the following questions and learning tasks based on the unit teaching objectives and course content and assigns them to each learning group. Secondly, independent exploration. The ability to learn independently is one of the important qualities that learners should possess. From the perspective of individual development, students' learning is a process from dependence to independence. In the design of classroom activities, teachers should pay attention to and cultivate students' independent learning ability and integrate respect for students' independence throughout the entire classroom design, allowing students to build their own knowledge system in independent learning. Third, Collaborative learning. Based on the exploration tasks assigned by the teacher, organize group discussions, share learning materials, and exchange learning outcomes in groups (4-5 people), and work together to prepare for the presentation of classroom learning outcomes. At this stage, the teacher keeps an eye on the discussion status of each group at all times and participates in some discussions to guide the issues discussed within the group (Tian & Tsai, 2021). Fourthly, exchange of achievements. On the basis of group discussions, divide work and cooperate to undertake the tasks of writing the overall planning report of the activity, video production, PPT speech production, representative speeches, and writing activity summaries (requiring over 70% to use English). The content of the speech should include a description of the discussion topic's events, a summary of the main comments on the article's

viewpoints, and the consensus reached after the group discussion. This section uses classroom presentations to share understanding and critical thinking about the topic. Three groups each, for 10-15 minutes. During this period, teachers extend and deepen the classroom learning content appropriately and provide expanded reading if necessary to further inspire students' understanding of key and difficult knowledge points. Fifth, feedback and evaluation. The evaluation is jointly completed by teachers and students. In the outcome exchange process, teachers quantitatively evaluate the learning outcomes of each group based on their reports. The students in the group shall distribute the total score of the group among the members of the group according to their independent learning and Collaborative learning and complete their personal evaluation. After the unit learning is completed, students modify the content presented by the group and submit it to the teacher. The teacher provides realistic evaluations and feedback based on this (Musa et al., 2021).

Course Teaching Evaluation Stage

In response to the shortcomings of traditional teaching in student performance evaluation, this study attempts to

Table 1

Comprehensive Evaluation of Courses

70% of usual grades	Autonomous online learning	Group classroom presentation	FIF Oral Training	Self evaluation and reflection	school assignment	CLASSROOM PERFORMANCE	Attendance
	10%	20%	10%	10%	10%	5%	5%
Final examination 30%							

Discussion of Research Results and Analysis of Teaching Effectiveness

Student Completion of Learning Tasks and Classroom Performance

From the perspective of students' autonomous learning through online platforms, the vast majority of students have developed good learning habits and summarized suitable learning methods, the author mastered most of the cultural background and language knowledge before class, share learning outcomes and engage in relevant topic discussions in the classroom, from the perspective of students' classroom presentation and exchange of results, most students have developed the habit of thinking from multiple perspectives and self-reflection, cultivating an open, inclusive, and positive cooperative attitude (Sevillano-Monje et al., 2022).

Analysis of Student Interview Records

From interviews with students one semester after the implementation of the new teaching model, it is generally

construct a multimodal curriculum comprehensive testing and evaluation system, increase the assessment of language application ability, and focus on attracting students to actively participate in the teaching process, cultivating their autonomous learning ability and language comprehensive application ability, and improving teaching quality and efficiency, each group member completes the work independently first, then discusses and modifies it to the best in the group, and sends it to the teacher in the form of electronic document with comments reserved and a paragraph of comments written), classroom performance (including evaluation and questions on peer classroom learning achievements display, improvisation, etc.), attendance, Final examination and other contents, so as to evaluate students more objectively, truly and comprehensively. At the same time, it has strengthened the effective connection between the teaching syllabus, classroom teaching, and test evaluation. The assessment of the completion of pre class learning tasks belongs to subjective assessment, and there are also specialized assessment standards (Wang, 2021). The comprehensive evaluation of the course is shown in Table 1.

believed that the new model has had a positive promoting effect on their learning. Firstly, students can flexibly and independently choose self-learning time and content according to their own learning needs, meeting different levels of learning needs and emphasizing the cultivation of self-learning ability. In the interview, students believed that web-based learning alleviated learning anxiety and enabled them to repeatedly learn and practice language knowledge. Secondly, the interactive mode in the classroom has greatly benefited them, as they can proficiently use pre learned vocabulary and sentence patterns to interact with classmates and teachers. Classroom discussions broaden students' horizons, deepen their understanding of topics, and improve their critical thinking abilities. Thirdly, classroom teaching is no longer a monotonous and one-way language input, greatly increasing language output such as speaking and writing, and enhancing learning effectiveness. Fourthly, students with poor foundation report that pre class online learning

allows them to easily and stresslessly grasp knowledge, avoiding the embarrassment of being "speechless" in the classroom and enhancing learning confidence. Fifth, the task driven group Collaborative learning mode enables students to experience the fun of team cooperation and the sense of achievement brought by inquiry learning, improves their oral expression and summary ability, and also cultivates their ability to think from multiple perspectives. However, some students report that they have not adapted to the new learning mode. Firstly, the new model requires a large amount of autonomous learning time, but their daily learning tasks are heavy, and they cannot allocate sufficient time to complete a large amount of input exercises, resulting in difficulty understanding the teacher and classmates' speeches in the classroom and low classroom efficiency. Secondly, during the process of group sharing of results in class, some students may not be able to pronounce correctly or focus on the presentation of results, resulting in unsatisfactory results (Boot, 2023).

Analysis of Student Survey Questionnaire Situation

At the beginning of the implementation of the new teaching model, the research group conducted a questionnaire survey on 181 students, which mainly included: Firstly, the evaluation of autonomous learning ability; Secondly, the evaluation of language output ability;

Thirdly, the evaluation of English teaching methods and means; Fourthly, the evaluation of English teaching content and teaching mode. The results showed that only 20% of students believed that they had good self-directed learning ability, while 30% of students believed that their self-directed learning ability was poor; According to a survey on language output ability, 50% of students have basic speaking and writing abilities, but their vocabulary is very limited, they use more simple sentences and fail to master advanced forms of expression. 20% of students believe that they cannot communicate well with others in English, and their English output ability is relatively poor; 80% of students believe that the current foreign language classroom still focuses on "input", and teachers spend more time teaching language points in the classroom. One year after the implementation of the new teaching model, a questionnaire survey was conducted again among 181 students who were taught, including: Firstly, satisfaction with learning outcomes; Secondly, the improvement of self-learning ability; Thirdly, the satisfaction of the course; Fourthly, satisfaction with the teaching methods; Fifth, satisfaction with task design; Sixth, satisfaction with teaching materials; Seventh, the improvement of innovation awareness and critical thinking ability (Liu, 2021). The results of the student satisfaction survey are shown in Table 2.

Table 2

Student Satisfaction Survey Results

Evaluating Indicator	Evaluation results (number of people: proportion)				
	A. Very satisfied	B. Relatively satisfied	C. Satisfied	D. General	E. Dissatisfied
Satisfaction with learning outcomes	56;31.38%	54;30.28%	22;12.61%	37;20.00%	7;4.31%
Improvement of self-directed learning ability	42;23.65%	66;36.01%	41;22.10%	27;14.36%	1;0.44%
Satisfaction with the course	49;26.13%	53;28.72%	34;18.23%	33;17.67%	11;5.52%
Satisfaction with teaching methods	53;28.72%	43;23.21%	35;18.78%	29;15.46%	16;8.30%
Satisfaction with task design	40;21.54%	58;31.59%	45;24.30%	19;10.04%	14;8.18%
Satisfaction with teaching materials	35;18.78%	57;31.03%	56;30.38%	23;12.15%	5;3.20%
Improvement of innovation awareness and critical thinking ability	56;30.38%	59;32.04%	32;17.12%	26;13.81%	3;2.10%

The survey results show that only 20% and 4.31% of students feel average and dissatisfied with their learning outcomes, with the majority of students receiving good learning outcomes; About 15% of students believe that the improvement in self-directed learning ability is average, with little progress; 5.52% of students are dissatisfied with the course; 74.03% expressed

satisfaction or above with the teaching method; Only 8.18% and 3.20% of students expressed dissatisfaction with task design and textbook satisfaction, respectively; Approximately 16% of students believe that there has been little improvement in their innovation awareness and critical thinking abilities. On the whole, the mixed teaching mode based on Flipped

classroom has obvious effects on students' learning effect and cultivation of various abilities.

Discussion

The Mechanism of Effectively Improving the Effectiveness of College English Teaching through Sports Psychological Intervention

The Joint Mechanism of Teaching and Learning

Teaching is a two-way interactive process, and a systematic synergy between teaching and learning is necessary to achieve the best teaching effect. Teaching has methods, but there is no fixed method. During the teaching process, students are the main body and should highlight their subjectivity. However, the teaching process under the intervention of sports psychology does not passively allow students to accept the teacher's guidance and guidance, but must be an active, positive, autonomous, and spontaneous learning that is generated by stimulating students' learning interest and motivation, and students are willing to follow the teacher's guidance. This type of learning can better highlight the main role of students. During the teaching process, teachers and students each play their own roles in teaching and learning, cooperating and working together to form a common force towards the teaching objectives. In the process of mutual cooperation and coordination of each other's rhythm, teachers and students have formed a joint force mechanism of "active cooperation, collaborative efforts, and achieving goals". This combined force is an intangible driving force for the smooth implementation of the teaching process and the best driving force for ultimately achieving teaching objectives (Khoiriyah, 2021).

Trust Mechanism for Teacher-Student Relationship

In the teaching process, in many cases, it is not the curriculum that arouses students' thirst for knowledge and interest in learning, but the teacher's personal charm, which is known as "being close to their teacher and believing in their teachings". Mutual trust is a prerequisite for the stable development of any interpersonal

relationship and an important factor for the success of psychological intervention. The trust in the teacher-student relationship during the teaching process is the lubricant for the effective and smooth implementation of teaching. The trust between teachers and students is a two-way trust, one is students' trust in the teacher's teaching level and their own sense of learning efficacy; Another type is teachers' trust in students' autonomous learning ability and their trust in their own teaching design. This two-way trust is an intangible force that influences and promotes each other, forming a virtuous cycle in interaction. It is a resilient bond to achieve teaching goals and plays a positive role in promoting the smooth implementation of teaching.

Conclusion

This study designed a new mixed college English teaching model and applied it to teaching practice. The results show that this teaching mode improves students' interest in learning, cultivates students' independent learning ability, enhances the spirit of unity and cooperation among students, improves students' innovative consciousness and critical thinking ability, and has significant teaching effect. To sum up, the mixed teaching of Flipped classroom is operable and feasible, which plays a positive role in the education of colleges and universities, innovates teaching ideas and methods, and promotes the integration of education and teaching and information technology. Teachers need to apply the mixed teaching of Flipped classroom to English teaching, formulate efficient teaching plans, improve English teaching level, cultivate students' ability to learn English knowledge, make them constantly practice and explore in the wide English field, so as to cultivate English professionals for the country.

Acknowledgements

The work was supported by Shaanxi Provincial Research Project on Major Theoretical and Practical Issues in Philosophy and Social Sciences (Program No. 2022HZ0558).

References

- Boot, K. (2023). Book Review: Handbook of adolescent transition education for youth with disabilities by Shogren K and Wehmeyer M. *Child Language Teaching and Therapy*, 39(2), 195-196. <https://doi.org/10.1177/02656590231179539>
- Çakıroğlu, Ü., & Öztürk, M. (2021). Cultivating self-regulated learning in flipped efl courses: a model for course design. *European Journal of Open, Distance and E-Learning*, 23(2), 20-36. <https://doi.org/10.2478/eurodl-2020-0008>
- Du, Z., & Su, J. (2021). Analysis of the practice path of the flipped classroom model assisted by big data in english teaching. *Scientific Programming*, 2021(1), 1831892. <https://doi.org/10.1155/2021/1831892>
- Eichler, J. F. (2022). Future of the flipped classroom in chemistry education: Recognizing the value of independent preclass learning and promoting deeper understanding of chemical ways of thinking during in-person instruction. *Journal of Chemical Education*, 99(3), 1503-1508. <https://doi.org/10.1021/acs.jchemed.1c01115>

- Förster, M., Maur, A., Weiser, C., & Winkel, K. (2022). Pre-class video watching fosters achievement and knowledge retention in a flipped classroom. *Computers & Education*, 179, 104399. <https://doi.org/10.1016/j.compedu.2021.104399>
- Guckian, J., Golenya, R., Campbell, F., & Warburton, K. (2023). Disruptive dermatology education: a worked example of the flipped classroom and semi-synchronous innovation. *Clinical and Experimental Dermatology*, 48(10), 1168-1169. <https://doi.org/10.1093/ced/llad183>
- Hua, S., & Liu, F. (2021). A new hybrid teaching model for a psychology course. *International Journal of Emerging Technologies in Learning*, 16(3), 206-219. <https://doi.org/10.3991/ijet.v16i03.20457>
- Khoiriyah, K. (2021). Flipping the classroom to enhance EFL students' listening skill. *Journal on English as a Foreign Language*, 11(1), 21-41. <https://doi.org/10.23971/jefl.v11i1.2010>
- Liu, A., & Kong, D. (2021). Research on the Teaching Mode of College English Based on Artificial Intelligence. In *Journal of Physics: Conference Series*, 1848(1), 012117. <https://doi.org/10.1088/1742-6596/1848/1/012117>
- Liu, L. (2021). Research on IT English flipped classroom teaching model based on SPOC. *Scientific Programming*, 2021(1), 7273981. <https://doi.org/10.1155/2021/7273981>
- Milne, P., & Twycross, A. (2022). Effectiveness of flipped classroom techniques in nurse education. *Evidence-Based Nursing*, 25(2), 46-47. <https://doi.org/10.1136/ebnurs-2022-103537>
- Musa, R. J., Ejovi, O. M., & Oghenerhovweya, F. O. (2021). Rethinking the design of English language teaching online using the flipped classroom approach. *Education Quarterly Reviews*, 4(3), 424-431. <https://doi.org/10.31014/aior.1993.04.03.350>
- Phoeun, M., & Sengsri, S. (2021). The Effect of a Flipped Classroom with Communicative Language Teaching Approach on Undergraduate Students' English Speaking Ability. *International Journal of Instruction*, 14(3), 1025-1042. <https://doi.org/10.29333/iji.2021.14360a>
- Sevillano-Monje, V., Martín-Gutiérrez, Á., & Hervás-Gómez, C. (2022). The flipped classroom and the development of competences: A teaching innovation experience in higher education. *Education Sciences*, 12(4), 248. <https://doi.org/10.3390/educsci12040248>
- Tian, N., & Tsai, S. B. (2021). An Empirical Study on Interactive Flipped Classroom Model Based on Digital Micro-Video Course by Big Data Analysis and Models. *Mathematical Problems in Engineering*, 2021(1), 8789355. <https://doi.org/10.1155/2021/8789355>
- Wang, H. (2021). A probe into the strategy of implementing flipped classroom teaching model in agricultural courses. *Journal of Higher Education Research*, 2(2), 51-55. <https://doi.org/10.32629/jher.v2i2.298>
- Zhang, X., Zhang, G., Yuan, Y., & Zhang, Y. (2022). Study on the reporting quality of randomized controlled trials of flipped classroom in medical education. *Clinical Anatomy*, 35(5), 592-597. <https://doi.org/10.1002/ca.23871>
- Zhu, M. (2022). The curriculum design of SPOC-based online and offline blended teaching model of english linguistics in flipped classroom. *English Linguistics Research*, 11(1), 11-19. <https://doi.org/10.5430/elr.v11n1p11>