

# *Innovative "Flipped Classroom" technology in teaching foreign languages*

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**Abstract** — The article presents a historical analysis of changes in the requirements for the organization and content of education. The necessity of combining an individual approach to students, meeting the requirements of educational standards, the use of digital technologies to create the opportunity to build an individual educational trajectory. The authors describe the "flipped class" technology: didactic principles, stages, requirements for the level of training of teachers and equipment of educational institutions. The article presents the experience of using the "flipped class" technology in the teaching of foreign languages at the Institute of international relations. As positive results, the authors note the increase in the involvement of students in the educational process, improving academic performance, increasing the level of satisfaction of all participants of the pedagogical process. The article offers recommendations on the use of "flipped class" technology in the educational process.

**Keywords** — *flipped class, digital generation, information and communicative technologies, innovations in education, teaching foreign languages.*

## I. INTRODUCTION

Modern education requires from all participants of the educational process, on the one hand, to meet the requirements of educational standards and, on the other hand, to take individual psychological and pedagogical features, including limited health opportunities of students into account. Students of non-linguistic specialties are not always motivated to learn foreign languages and sometimes very vaguely understand the connection between a foreign language and professionally-oriented knowledge. The process of learning foreign languages, as well as a number of other disciplines, complicates the heterogeneity, heterogeneity of groups consisting of people with different levels of physical, mental, intellectual development, temperament, etc., which, however, in the conditions of group training, are fully dependent on each other. Technology of the "flipped classroom" is an effective way of organizing work effectively and overcoming the above-mentioned contradictions.

From the history of the study. A brief insight into the history of education convinces us that the reform of the educational system is taking place everywhere and on regular basis. First of all, this is due to economic reasons. What kind of education is necessary for students, graduates to find their place in the modern world, despite the

fact that often we are not able to foresee how the economy will develop in the coming years, as evidenced by the endless economic crises that at different times fever individual countries or the whole world.

The second reason for the educational reforms is a cultural one. One of the contradictions of the modern world is the desire to form students' socio-cultural identity, however, they should be able to participate productively and effectively in the processes of globalization.

Let's add the traditional problems of the educational system: instantly outdated knowledge, lack of motivation to study of a huge number of students of all ages, the need to take the individual psychological characteristics of students into account and at the same time to meet the requirements of the state and other standards. For previous generations, education and good marks were a kind of pass to the world of adults, a guarantee of success. The situation has now changed dramatically. The presence of a diploma and possession of academic knowledge does not guarantee decent employment, although no one denies that certified specialists still have advantages in the labor market. The teacher loses the monopoly on knowledge, students at all stages turn to other sources of knowledge, primarily to the information environment.

Modern system of education in Russia is still primarily based on the outdated technologies aimed to teach students of all grades to remember the information. According to T. V. Chernigovskaya ".....you shouldn't remember. The computers have already remembered everything that we should keep in mind. It's not necessary to remember, it's necessary to understand". The scientist believes that it's vital to develop our mind. She writes "... if there isn't a brain which knows how to ask a question, which knows how to process all this enormous amount of data we get every second, the rest is useless" [15].

The concept of universal education was largely based on the ideas of the Enlightenment, there were heated discussions about whether to recognize the existence of intellectual competences in people of non-noble origin and whether to give them access to intellectual values. This approach has created a new kind of inequality: people are divided into "smart", "educated", "stupid" and "uneducated". Besides, many extraordinary and very talented individuals could not get into the first group on a very formal criterion. Speaking in modern

categories, most students with highly developed intelligence, but suffering from ADHD syndrome, have significant difficulties in mastering the curriculum. This situation seems paradoxical to many psychologists: students are required to be attentive, motionless and concentrated in the classroom when working on topics that they are often not interested in, while almost from their birth they are immersed in a powerful and dynamic information flow.

The very concept of the school, according to K. Robinson, is much like an industrial enterprise: in most schools life is regulated by bells/calls, inside schools there are isolated classes-workshops in which students study individual Sciences-spare parts, interdisciplinary connections are often very conditional, and the students themselves are organized into classes on an age basis, as if by the date of production [Robinson, p. 42]. While it is no secret that some students work better in a classroom, others in small groups, and still the others alone, that most students do not fit into the rhythm of narration, someone needs to stop often, to go back to some point. However, trapped in the grip of the classroom-based system, in the face of the need to meet standardized final tests, students reproduce the same scenario in their classrooms over the years. Hence there is sharp criticism of the educational system by the participants of the educational process, in the press. Mutual aid, what is called cooperation in adult life, is often considered unacceptable cheating among students, for which there is a penalty.

At the end of the last century, reflecting on the nature of creative thinking, Edward de Bono proposed the term "lateral thinking", contrasting it with traditional, linear, "vertical thinking". Lateral thinking is at the heart of any creative process, if you interpret creativity quite broadly, like any original idea that has value. Lateral thinking involves looking at the problem from different points of view and finding different possible answers [1]. If "vertical thinking" requires accuracy, "lateral thinking" requires fruitfulness.

Experiments show that lateral thinking is inherent in preschool children. George Land and Beth Jarman describe an experiment conducted over several years involving 1,500 people. The experiment began in kindergarten, children were asked to find a new application to various well-known subjects. 98% of preschool children showed good results of lateral thinking. The same children were then tested at ages 8-10 and 13-14. High rates of lateral thinking showed 30% of primary school children and only 12% of adolescents. Thus, the ability to lateral thinking clearly decreased as they matured. Probably not least of which belongs to the school system [3].

In this regard, of particular importance are innovative methods and technologies that let us optimize learning time, effectively distribute the work in the classroom and outside of it, to take into account the individual characteristics and needs of students. In Russia, some innovative alternatives of the educational process have already been tested and started to be actively applied, allowing

- to take into account individual psychological characteristics of an individual (differentiated training); [7], [8].
- to combine the real "face to face" teaching with a teacher and interactive opportunities (blended learning); [9]
- to blur the boundaries between educational and social space, between classroom and extracurricular work (seamless education); [11]

One more innovative technique is a "flipped class" approach, in which listening to lectures and studying the subject takes place independently, and homework is done in a real class.

## II. DESCRIPTION OF THE EXPERIENCE OF USING THE "FLIPPED CLASS" TECHNOLOGY AT HIGHER EDUCATIONAL ESTABLISHMENT

"Flipped class" technology changes the traditional understanding of the forms of educational work, including the teaching of foreign languages. In contrast to the traditional training, in which the teacher devotes a significant part of classroom teaching to the presentation of theoretical material, in the "flipped class" model, the teacher provides students with access to electronic educational resources for preliminary extracurricular theoretical preparation for the lesson, in the classroom, practical activities of students are organized, including an interactive form.

This approach allows more rational use of time in the classroom, to provide an individual approach to students with different types of temperament, creates conditions for active interaction of students with the teacher and with each other. The purpose of this method is to select from the subject of study the most difficult to remember or boring from the point of view of students parts and present them in such a way that they become interesting enough. It can be noted that from the point of view of this approach, the basis of education of the individual is not pedagogical, but educational process (acquisition and understanding of the necessary information by all means, from any source, only one of which can be a teacher). In practice, the teacher usually provides students with didactic materials (depending on the specific discipline and the stage of training, it can be a course of lectures, presentations, grammar guide in the format of written documents, audio or video files). At this stage, students are offered a thematic questionnaire, which can be easily compiled with the help of modern cloud technologies. Thus, by the time the lesson begins, the teacher already has some data on how the material was learned, what difficulties each individual student had and depending on the individual results of the questionnaire, the teacher organizes the work in the classroom, using individual and group forms of work. Students who successfully coped with the tasks help those who have difficulties. "Flipped class" technology is used at the Institute of International Relations (Ekaterinburg) in teaching foreign languages to students of "Advertising and public relations". The integration of informational and communicative technologies in the process of foreign language teaching is largely associated with the brainwork peculiarities of modern students, who grew up in information-oriented society. Such brainwork tends to imagination-emotional thinking when only emotionally significant information is acquired. As well as modern student as a representative of the Z-generation has a piecewise-clipped mind which is formed with the accelerating pace of life, clips of information that lead them to the necessity of using unitized and simplified brainwork patterns based to a great extent on the unconsciousness [12].

Learning foreign languages is built on a modular principle, before starting work on the module, the teacher provides students with teaching materials: articles, texts, audio and video materials, grammatical reference books, training lexical and grammatical exercises. In other words the teaching material is presented in images [13].

Nowadays, a teacher has unlimited opportunities to compose and multiple use the mobile materials. The Internet is mainly a distribution tool for these materials [14].

Table 1 gives an example of using a "flipped class" technology in the module "Structure of the enterprise" studying at "Second foreign language "(French):

TABLE 1. AN EXAMPLE OF USING A "FLIPPED CLASS" TECHNOLOGY

Didactic material	Content	type of activities	form of work
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Schemes of enterprises (from the textbook)	Profession, responsibilities	job	Connect lexical equivalents in two languages; Join the profession and duties; Connect positions and departments in the enterprise Discussion, check ups Create a Glossary on the topic	On line exercises for individual work  class, mini-groups
Educational video about the names of professions in the male and female gender	Masculine and feminine gender of nouns and adjectives, the use of articles		Form forms of masculine and feminine nouns and adjectives; Reconcile nouns and adjectives by gender; Choose the correct form of the definite article The discussion, check ups	On line exercises for individual work  class, mini-groups
Authentic documents (articles, commercials, interviews) with the presentation of various enterprises.	Types of activities, numbers, geographical names		Present the local / regional enterprise according to the given model	Record and present a video presentation in class.

This imposes special requirements to all participants in the educational process: well-equipped classrooms and workplace to carry out individual work, cloud technologies skill, preparation, processing and editing online documents, search, selection and creation of audio video and other multimedia content, the revision of the traditional and well-established techniques of time management.

Note that this organization of work at all stages creates favorable conditions for auditory-, visual- and kinesthetic-learners/students. Different rearrangements of students at the stages of class work allow to open other perspectives of thinking and channels of perception of information and to promote the development of all representatives of a heterogeneous group.

Colleagues from other universities also note the growth of academic performance, more successful development of disciplines during the semester (according to the results of score-rating system of knowledge assessment), the increase in the level of satisfaction of all participants in the educational process [2]. Teachers at the University of Washington and the University of British Columbia emphasize: "surveys have shown that 96% of teachers who "flip" enthusiastically will recommend it, 71% reported an increase in student grades and an 85% increase in student engagement and class participation" [6].

Philippe Liria describes the advantages of using the "flipped class" technology at the University of Tartu in Estonia . It is noted that there appeared the personalization of training, a qualitatively new nature of the relationship between the teacher and the student, the improvement of computer literacy and the development of various social skills (teamwork, successful presentation skills) [4].

Teachers who use the technology "flipped class" in secondary and higher education, in addition to the obvious advantages, as a rule, note a number of objective difficulties: the increase in the amount of time for preparing for the class, the necessary level of technical equipment and computer literacy of participants in the educational process. Therefore, they see this approach as an opportunity to expand the knowledge already gained, but not as a method of basic learning.

### III. CONCLUSIONS AND PERSPECTIVES

Thus, the technology "flipped class" is promising and innovative not so much in that it involves the use of the latest achievements of information and communication technologies, but primarily because it focuses on the development of professional and socially valuable qualities of the student, his creative and social activity, taking into account differences in the interests, inclinations, abilities, physical and intellectual abilities of students.

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