

# The Application of Flipped Classroom Teaching Mode in International Chinese Teaching

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**Abstract.** With the development of information technology, people's lifestyles and production modes are changing subtly, and the education industry is no exception, the advance of network technology has caused worldwide changes in the education and teaching field, educational information is a revolution in the field of education at present. In recent years, the flipped classroom teaching model has been continuously promoted, which injects new ideas into education and teaching field, it has also attracted people's interest. The flipped classroom teaching model has also been gradually introduced into the field of international Chinese teaching; teachers and educators want to promote the development of international Chinese teaching through this new teaching method. This paper introduces the characteristics of the flipped classroom teaching model, analyzes the advantages and disadvantages of flipped classroom in international Chinese teaching, etc. It is hoped that the introduction of this new teaching mode can improve the effect of international Chinese teaching.

**Keywords:** *flipped classroom, international Chinese teaching, application*

## 1. Introduction

The development of science and technology has brought more and more possibilities to people who live in the new era, the relationship between teaching and learning has broken the limits of the classroom for the first time, teachers' lectures and students' listening can be completed in the different space and times, and this kind of network teaching mode appeared in accordance with the development trend of the times has completely overturned the traditional classroom teaching mode, and has provided teachers and students with new teaching ways. In recent years, the rise of the flipped classroom teaching model injects new vitality and energy into education, and provides multiple possibilities for teaching and learning. At present, the teaching mode of flipped classroom is widely used and welcomed by students in international Chinese teaching, which has caused a certain response.

## 2. Features of Flipped Classroom

Flipped classroom can adjust the learning schedule in and out of class, transfers the decision-making power of teachers to students, then teachers create related teaching videos independently, students use the spare time to watch the teacher's explanations in the video, prepare and learn the relevant content, and then return to the classroom to talk to the teacher and answer questions, then test the relevant knowledge in the classroom.

Under this teaching mode, learners can focus more, work harder, more conduct self-learning pertinently in the classroom, there are more opportunities for teachers and students to answer questions, and teachers can have more time with each students, thus improving the proficiency of knowledge points, and internalize the students' knowledge into system. The main points of content that should be learned in the classroom, learners have already learned through various methods after class, and they can also learn through mutual exchanges among friends or consult relevant network materials.

Flipped classroom is the subversion of traditional classroom teaching, which is characterized by teacher-centered. Compared with traditional classroom teaching, flipped classroom has the following characteristics: first, student-centered autonomous learning unlike the traditional learning in the classroom, flipped classroom places the knowledge learning link under the class, and students

watch the teaching video required by the class according to their own time and schedule, the video can be recorded by the teachers, other network resource also can be used to achieve personalized learning. Second, personalized interaction between teachers and students, students bring their thoughts and their own confusion into the classroom while watching video teaching, teachers conduct interactions, group discussions, and collaborative work in accordance with the characteristics of each student. This mode has changed the teachers' lecture in traditional classrooms, and has also changed the mode of passive listening for students; it increases the opportunities for teacher-student interaction and is conducive to teach students in accordance with their aptitude. Third, classroom teaching mainly focuses on knowledge internalization; flipped classroom has changed the traditional teaching mode in the classroom, students watch the teaching videos in advance in accordance with the teacher's teaching goals and complete the transfer of knowledge, in the classroom, the internalization of knowledge is accomplished through teachers' personalized guidance, group discussions, and collaborative work.

Flipped classroom has changed the traditional teaching process. The traditional teaching link consists of pre-class previews, classroom teaching, and homework after class. The flipped classroom relies on Internet technology to recombine teaching links to form a new teaching model, which has attracted wide attention worldwide, and has triggered a series of teaching reforms; it also has profound enlightenment for the reform of the teaching model of foreign language.

### **3. Application Advantages of Flipped Classroom in International Chinese Teaching**

The flipped classroom mode increases students' motivation to learn unfamiliar languages. Chinese is a complicated language. Many students who study Chinese initially had great enthusiasm and interest; however, as the deepening of teaching, many students began to realize the difficulty of learning, their learning enthusiasm also weakened. If the flipped classroom teaching model is used, Teachers can record difficult knowledge points into short and exquisite teaching videos for students to watch repeatedly, so it provides students with enough time for digestion and absorption of knowledge, in the process of repeated learning, students improve their learning ability and confidence, and their learning enthusiasm is also stimulated, and then their learning efficiency is improved.

The introduction of the flipped classroom model increases the opportunities for teacher-student communication in the classroom. A large part of the time in traditional classrooms is spent on teacher lectures, which virtually reduces opportunities for teacher-student communication. The flipped classroom puts this part of the lecture out of the classroom, and provides students with the opportunity to listen repeatedly, this approach saves a lot of classroom time, and teachers and students can have full discussions and exchanges in the classroom. Language learning must be based on communication, international Chinese is no exception. The increase of classroom communication time not only creates a harmonious classroom atmosphere, but also makes teachers more intuitively grasp the student learning level, and provide a basis for the rationality of the curriculum.

The application of flipped classroom creates more opportunities for students to use the language. Language learning is a learning process; a language can only be learned through a large number of uses, this is how everyone learns their mother tongue, learning a foreign language is no exception. Therefore, in international Chinese teaching, teachers must do their best to create an environment and opportunities for students to use Chinese, so that students can use Chinese in practice. However, the traditional teaching mode in the past was mainly based on teachers' teaching, which occupies a lot of opportunities for practice. The biggest advantage of the teaching mode of flipped classroom is that it provides the possibility for students to study outside the classroom, because the teacher carefully provides the contents of the study outside the classroom, therefore, in the classroom, teachers and students can devote a lot of energy and practice to the practice of listening, speaking,

reading and writing of the language, this achieve the teaching requirements of applying what they have learned.

Chinese learners don't have to be confined to the classroom; the process of learning Chinese becomes more flexible and will not affect the teaching progress due to sudden illness or absenteeism. Moreover, the students to repeatedly watch the knowledge they do not understand through recorded video, and check the relevant knowledge points in advance. In the classroom, more Q & A and mutual discussions are conducted, so that students can understand the knowledge thoroughly. The main target of international Chinese is foreign students, due to the difference in nationality, the teaching environment varies greatly from childhood, and it is difficult for many students to listen to the classroom for a long time. Flipped classroom makes students to listen to the video anytime, anywhere, not only can effectively use the usual fragmented time, but also make foreign students feel more free, and can be more proactive in learning.

Chinese learners put forward their own difficulties and confusions based on the progress, through the answers from the teachers, the learners actively explore and cooperate to learn and use the existing knowledge to deal with the doubtful problems. In the flipped classroom, learners are always in an environment of analysis, exploration, and improvement, and eventually gradually improve their thinking ability, understanding ability, analysis ability, and also strengthen students' creative thinking.

"Flipped classrooms are rich in teaching contents, which can use various types of multimedia to make the curriculum lively and more conducive for foreign learners to accept new curriculum content. It can adopt the form of games to arouse students' learning interest, which can enrich teachers' teaching methods and make students' learning more interesting and less boring.

#### **4. Problems in the Application of Flipped Classes in International Chinese Teaching**

The teaching mode of flipped classroom has undoubtedly achieved good teaching effects in the application of international Chinese teaching, but it is undeniable that it also has flaws; it is found to have certain limitations and do not suitable for all students. As far as the classroom of international Chinese teaching is concerned, sometimes this teaching mode cannot be fully applied, it is mainly due to the following two points.

The flipped classroom teaching mode requires teachers to record videos of knowledge points in class and then plays those on the Internet, students use the Internet to learn independently. This autonomous learning model put forward high demand for the quality of students. If students give up the opportunity to learn independently, it will be difficult for students to acquire any knowledge points, and class discussions and exchanges will become empty words, in the long run, such a class will form part of the students, then the classroom will form a heated discussion between part students and teachers., while another group of students are completely abandoned outside the classroom. Therefore, flipped classroom put forward high demands on students' self-management ability.

It is difficult to check the learning effect of flipped classroom, and it is difficult for schools with weak teachers to carry out flipped classroom teaching. The learning of the flipped class is mainly concentrated in the classroom, in this process; teachers cannot detect and observe the students, so it is difficult for them to fully understand the learning effect of students. This makes the classroom inspection process extremely important. So how to establish a systematic and perfect classroom detection system, which can efficiently detect the students' learning situation for international Chinese teaching, and master each student's learning level of knowledge points, this becomes the key to the success of classroom teaching. To do this requires the joint efforts of all international Chinese teachers; they do not only need formulate a plan, but also continuously adjust the plan according to the academic situation, which puts forward higher requirements for the quality of teachers, therefore, it is difficult to implement flipped classroom teaching in schools with weak teachers.

## **5. Enlightenment of Flipped Classroom for International Chinese Teaching**

International Chinese teaching is aimed at non-native Chinese learners, namely language teaching as a second language. The essence of language teaching is to make learners develop language skills, including listening, speaking, reading, and writing skills, namely listening comprehension ability, oral expression ability, reading ability, and written expression ability. Traditional international Chinese teaching is teacher-centered; teachers spend more time in imparting knowledge, while students have fewer opportunities to practice. It can be seen that traditional international Chinese classroom teaching needs further reform to improve teaching effect.

Compared with traditional teaching, flipped classroom has higher requirements for the quality of international Chinese teachers. First of all, international Chinese teachers must have advanced educational concepts. In the information age, the relationship among various countries is increasingly close; the ability of speech communication becomes more and more important. Moreover, the rapid development of educational technology supported by the Internet has profoundly changed people's educational concepts and learning methods. Traditional classroom teaching has failed to meet the diverse and personalized needs of learners. Changes of learners' needs and learning styles require that teachers' education concepts keep pace with the times and better adapt to this change. International Chinese teachers are faced with international students from different countries and different cultural backgrounds, their motivation and methods for learning Chinese are very different, teachers must adjust their educational ideas and methods at any time in accordance with the different students.

## **6. Implementation of the Flipped Classroom in International Chinese Teaching**

Teachers should put forward specific requirements for students' autonomous learning process. Flipped classroom requires students to learn autonomously by watching videos outside the classroom, but teachers need to assign students specific tasks for autonomous learning, and propose specific requirements for the degree of students' autonomous learning. International Chinese teaching is relatively difficult for students to learn. If conditions permit, teachers can organize students to focus on learning at specific times and places. For language learning, the basis of each student is different, their learning abilities are also different, so international Chinese teachers must control the process of students' autonomous learning in order to achieve good learning results.

Teachers need to set high standards for this video recording session. Video teaching is different from traditional classroom teaching, it requires the teaching content to be short and refined, and the teacher's voice must be clear and powerful. There are many contents in international Chinese teaching, but the time for video lessons is extremely limited, this requires teachers to use the shortest time to create the greatest classroom value, this puts very high requirements for the teaching level of teachers.

## **7. Conclusion**

As a new teaching mode, flipped classroom is a subversion of the traditional classroom mode. At present, flipped classrooms are used in many educational fields, and initial results have been achieved. As far as international Chinese teaching is concerned, the teachers have been actively carrying out teaching reforms, hoping to create more teaching methods and promote teaching progress. Flipped classrooms provide a new opportunity for foreign Chinese teachers, and it is widely believed that this teaching method is suitable for teaching of international Chinese.

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