

## FLIPPED CLASSROOM ON THE BASIS OF BLENDING TEACHING

*L.Nazarova*

*Turin Polytechnic University in Tashkent*

**Abstract:** *Blended teaching is considered to be the integration of teaching resources and improved teaching efficiency, but there is insufficient experience of students' online learning, and lack of interaction between teachers and students. Flipped classroom is learning independently after or before watching the teacher's videos. The teacher no longer takes up the classroom time to teach knowledge. The classroom becomes a place for interaction between teachers and students or between students and students to answer questions or cooperate with each other. Therefore, combining the advantages of mixed teaching and flipped classroom, designing a mixed teaching class based on flipped classroom is one way to conduct a class for technolearners. This model changes the traditional teaching process, creates the learning and teaching process, takes the student as the center; the teacher guides the teaching process, and makes the classroom teaching process.*

**Keywords:** *blended learning, flipped classroom, online learning experience, reversal.*

In traditional classes, teaching means students are taught to learn: they are in a passive position to gain knowledge. The traditional teaching model ignores students' dominant position, which is not conducive to enhance students' interest, autonomy and innovation ability [1]. Blending teaching combines the advantages of traditional and online teaching, which not only play the leading role of teachers in guiding, inspiring and urging students, but also leads to the initiative, enthusiasm and creativity of students as learning subjects [2]. One way to blend teaching is flipped classroom, which is the reverse of a traditional classroom, where students learn in the class and practice after class at home. In flipped classroom students watch teaching videos themselves instead of teachers' classroom explanations. In the classroom, they concentrate on completing exercises and communicating with teachers and classmates. Flipped classroom mainly includes **two steps** [3]:

- **Create videos.** It is necessary to clarify the objectives that students must have and the final content of the video. Teachers should consider their students ability, ideas, and background knowledge while creating videos.
- **Organize classroom activities.** After the teaching content is delivered to students outside the classroom, high-quality learning activities are more highly necessary in the classroom, so that students have the opportunity to apply the learning content in the specific environment. This includes students creating content, solving problems independently, carrying out activities, and implementing project-based learning. The integration of multiple teaching modes can enhance the advantages and outdo the disadvantages.

Blended teaching has realized the integration of teaching resources and improved teaching efficiency. However, in the implementation process, the following problems have also been found to affect students' learning effect [4]:

- **Teaching method cannot be updated.** Whether the mixed teaching effect can achieve the desired effect is closely related to the teacher's teaching design. Due to the influence of traditional teaching concepts, some teachers still design the whole teaching process according to the teacher-centered

principle when designing mixed teaching, and simply divide the content into online autonomous learning and offline classroom teaching. This design does not play the main role of students and the leading role of teachers.

- **Lack of interaction between teachers and students.** In online learning, due to the separation of time and space, it is difficult for teachers to supervise and manage students' learning behaviors and learning effects in time. Meanwhile, after students find problems in the process of autonomous learning, they have less communication with classmates or teachers through the network teaching platform, which makes it difficult for teachers to understand students' learning situation [5].

- **Lack of students' online learning experience.** The advantage of online learning in blended teaching is that students can conduct their own personalized learning in the appropriate space and time. Because of the flexibility of blended teaching, students often watch videos alone. When students encounter problems and can't solve them in time, they often feel frustrated, thus decreasing their enthusiasm for continuing learning. At the same time, due to the lack of emotional interaction in online learning, students cannot have any interest, their learning efficiency is low, and some learners with poor awareness of autonomous learning are often in difficulties to adhere to autonomous online learning. The main reason for this phenomenon is that there is no interactive communication between teachers, students and students for online learning, and teachers fail to pay attention to students' problems and give feedback in time. In order to change the above-mentioned problems in blended teaching, flipping classroom is introduced to enhance the interaction between teachers and students and improve students' sense of experience. Flip-over teaching means students watch the teacher's video explanation before or after class, and learn independently. Teachers no longer take up classroom time to teach knowledge, and the classroom becomes a place for interaction between teachers and students or between students and students, so as to answer questions, cooperate and explore or finish their studies, etc., thus achieving better educational effects. In the flipped classroom, knowledge transfer is completed after class with the help of information technology, while knowledge internalization is completed with the help of teachers or classmates, thus forming the flipped classroom. With the reversal of the teaching process, all links in the teaching process have also changed [6]:

- **The reversal of teachers' roles.** In flipped teaching, the learning of basic knowledge mainly depends on students' independent learning outside class, while the internalization and extension of knowledge depends on the classroom. Teachers become learning planners, turning teaching you how to learn into teaching you how to learn. Flipped classroom teaching requires teachers to actively participate in students' learning activities in the form of group cooperation, theme research, skill training, role playing, etc. as equal. As teachers who participate in cooperation and communication, they must go deep into students' learning activities, such as searching and sorting out materials, and troubleshooting problems together, so as to narrow the distance between teachers and students, Let the students recognize the teacher as a member of their learning community, so that they can communicate or discuss problems equally with the teacher without restriction, and have the courage to express their own different opinions [7].

- **The reversal of students' roles.** In flipped teaching, students no longer passively accept the knowledge imparted by teachers, but actively explore the knowledge. Students independently arrange the learning of knowledge according to the learning goals jointly set by teachers and students. Students' learning freedom has been significantly enhanced, and they have the control over learning, so they can choose the depth of knowledge learning according to their personal circumstances. In class, students have more time to discuss with teachers, carry out cooperative



learning on some key knowledge, and show their own learning achievements. At the same time, each student can also reflect on their own learning achievements and evaluate others' learning achievements as an evaluator. Therefore, design and application of blended learning in the flipped classroom teaching mode, students are the protagonists of the whole classroom learning, and students change from a passive learner to an active learner, which is conducive to realizing the deep construction of knowledge.

- **Class time reallocation.** Flipped classroom changes the original classroom time allocation. The time for teachers to directly teach new knowledge decreases, while the time for students to learn independently increases accordingly. Flipped classroom completes the extension of teaching and learning time by maximizing the “preview time”. The key is that teachers need to seriously consider how to use the time in the classroom to achieve the efficiency of “classroom time”.

The traditional teaching process is changed through flipping by creating learning and teaching process, taking students as the center, and guiding teachers to help students, so as to streamline and modularize classroom teaching. Each classroom learning is divided into three modules: **self-study before class, classroom interaction and feedback after class.**

**1. Self-study before class.** Students log on, watch the video by themselves, and complete the corresponding exercises.

**2. Classroom interaction.** The classroom teaching adopts the flipped teaching mode. Each course includes two basic modules, namely, sign in and interactive teaching. According to the characteristics of each course, it includes optional modules such as voting, questionnaire and quick answer. In the whole teaching process, students are the leading roles in the classroom. Teachers urge students to learn and answer the problems or puzzles they encounter in their learning.

**3. Feedback after class.** Although the flipped classroom teaching mode has subverted the teaching process of teachers' teaching in class and students' homework after class, students still need to reflect on and summarize the learning content after class, which can be completed by completing homework, drawing mind maps, group discussion and other forms. Teachers also need to reflect on and improve the teaching process after class. They need to correct homework, improve videos, and improve courseware and other activities.

Flipped classroom on the basis of blending teaching, which can improve students' enthusiasm for learning, and is conducive to improving students' autonomous learning ability, practical operation ability and ability to analyze and solve problems.

## REFERENCES

1. Design and application of blended learning based on flipped classroom. Zhenhui Li. Guangdong Peizheng College, Guangzhou, China
2. He Kekang. New development of educational technology theory from Blending Learning. Journal of the National Institute of Education Administration, 2005
3. He Chaoyang, Ou Yufang, Cao Qi. Revelation of flipped classroom teaching mode in American universities. Higher Engineering Education Research, 2014
4. Wang Hong, Zhao Wei, Sun Lihui, et. The design of flipped classroom teaching model based on the analysis of typical cases at home and abroad. Modern Educational Technology, 2013
5. Lu Haiyan. Feasibility analysis of the application of “flipped classroom” model based on micro-class in college English teaching. Foreign language audio-visual teaching, 2014

6. Ma Xiulin, Zhao Guoqing, Wu Tong. An Empirical Study on Flipped Classroom Teaching of University Information Technology Public Course. *Journal of Distance Education*, 2013
7. Zhang Jinlei, Wang Ying, Zhang Baohui. Research on Flipped Classroom Teaching Model. *Journal of Distance Education*, 2012

