The Use of the Innovative "Flipped Classroom" Model for the Organization of Independent Learning Activities of Students

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A B S T R A C T

In the article, the authors try to emphasize the advantages of the technology of the "flipped" class.

R T I C L E I N F O

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The requirements established by the federal state educational standard for subject, personal and meta subject results cause the need to change the technology of the organization of training, so that the student in the classroom becomes an active participant in educational activities, and the teacher is the guiding link. In other words, there is a shift of emphasis from the "assimilation of knowledge" to the formation of "competencies". Therefore, it is necessary to create new, completely different educational conditions for a modern school. At the same time, it is necessary not only to take into account the speed and volume of the information flow "going" to the student, but also to be aimed at developing the children's skills of independent work, critical analysis of information, planning their activities and effective implementation of ideas. From a passive absorber of knowledge, a student should turn into their active earner, seeker of truth, discoverer, thinker and developer, for whom a favorite statement: "I myself!". Every year Russian school education is enriched with new methods and technologies. In the XXI century, the world of education has been flooded with new interactive learning models that sufficiently meet the current expectations and needs of teachers and students. One of such novelties is "blended learning". "Blended learning" is a mixture of the traditional classroom-based system and modern digital education. One of the most successful models of "mixed learning" is the "flipped classroom", where the learning process itself becomes "flipped". In other words, the main learning activities have changed places: what used to be classroom work is mastered by the student independently at home, and what was once homework becomes the subject of consideration in the classroom. The transition to the "flipped classroom" model is a transition from the primacy of the teacher to the primacy of the student. What is the idea of "flipped learning?" Students independently get acquainted with the educational material before the lesson begins, and then use the information received to deepen knowledge through discussions and practical exercises conducted with the assistance of a teacher. At the same time, students are given the opportunity to take on greater responsibility for their own learning, since classes in the classroom are more focused on studying, finding meaning and applying the knowledge they have already acquired. The "flipped classroom" is a learning model in which the teacher provides material for self-study at home, and the practical consolidation of the material takes place in full-time. A simple definition of this technique can be given as follows: it is a form of mixed learning, which allows you to "flip" the training as follows: instead of homework, students watch short video lectures online - they independently pass theoretical material - and all classroom time when the teacher is nearby is used for joint practical tasks. This form is often compared to solving homework in class (hence the metaphor of the "flipped classroom"). At first glance, the idea seems to be very simple, but if you immediately start using it without proper preparation, then at first you can make a lot of mistakes and get disappointed in this technology. For clarity, the tables below show the definitions of "flipped " learning, in the first – simple and superficial, and a comparison with a traditional class; in the second - broader.

Table 1 (simple definition of "flipped class")

Class	What's going on in the classroom	What happens outside the classroom
Traditional	Lecture	Task practice and problem solving (independent study)
«Flipped»	Task practice and problem solving	Video lectures (self-study)

Table 2 (broader definition of "flipped class")

What's going on in the classroom	What happens outside the classroom
Questions and answers, group work, work on complex questions	Video lessons, tests and questions on the primary understanding of the material (independent study)

Thus, in the process of using the "*flipped* learning" model, the following are reversed: the content of the training session and home independent work; the activity of the teacher (to be an organizer and consultant); the activity and attitude of students to learning (active participation in the educational process, responsibility for their results).

The "flipped learning" model is based on the following conceptual ideas:

* activation of the learning process, shifting the emphasis from the assimilation of knowledge to the formation of universal competencies;

* individualization of training;

* formation of a sense of responsibility for their education;

* developing the ability to learn independently;

* use of high-quality information on the Internet, involvement in group work;

* the ability of the student to control the pace and time of training.

Doing homework is more difficult than doing lessons at school. During the lessons, students listen to the teacher's explanations, read a textbook, take notes of the material and perform other basic tasks to get acquainted with a new topic. While doing homework, you have to deal with non-standard situations, express your own opinion and independently find answers to incomprehensible questions. Because of this approach, homework causes negativity and is performed only formally. Over time, this leads to the fact that students give priority to personal matters and homework ceases to be useful. "Flipped classroom" or "flipped learning" is a pedagogical technique that solves the problem of useless homework. This is achieved due to the fact that at home students independently get acquainted with a new topic, and all the complex practical part is transferred to the classroom. As a result, each student can master new material at a convenient pace, devote more time to practice and use the school to receive feedback from the teacher and classmates. That is, useless cramming is replaced by work on understanding the material.

The founders of the "flipped classroom" model are two teachers - Jonathan Bergman and Aaron Sams, who in 2007 first came up with how to provide their lectures to athletes who often miss classes, and then developed this idea into a new educational direction. In the traditional model, the teacher is the center of attention and is the main source of information throughout the lesson. He must answer questions, explain the material in detail, organize group and individual work, come up with applied tasks and monitor emerging discussions. There is not enough time in the allotted time, and the training is reduced to three actions: to read the material from the textbook and give a theoretical minimum; to make a detailed homework assignment and give students topics for in-depth study of the material; to organize a schedule of control work and give grades. As a result, students go to school only in order not to get a bad grade and not to upset their parents, and as a rule, they have no personal interest in learning. Now let's look at the "flipped classroom" model, where learning is student-centered and classroom time is used for in-depth study of the program. With this approach, students get involved in the process, show interest and acquire many useful skills. This leads to the following results:

* students acquire the skill of self-study and search for the necessary data. In the future, it helps not to get attached to any particular specialty, not to be afraid of difficulties and work in the field that you really like.

* the learning process becomes meaningful, and students always know why they are studying a particular subject or topic. This allows you to focus on high-quality information that can be used in real life.

* students acquire the skill of cooperation and can jointly solve common tasks.

Students of "flipped classes" stop focusing on grades, get free time and rely on self-study. Advantages of the "flipped learning" method:

Firstly, it is universality: the "flipped learning" model is effective for all students, from academically advanced to those with special needs. Teachers can pay more attention to problem students, at the same time, giving more capable children the freedom to continue working. "Flipped learning" significantly increases the amount of time that a teacher spends with each student. This gives children the opportunity to ask questions and seek additional help from a teacher in difficult situations. Secondly, it is an individual pace of learning: since the "flipped learning" model involves "acquiring knowledge" outside the classroom independently, each student can manage the educational process in accordance with their personal abilities and "appetite". This can be especially convenient for slow students — they will no longer have to "catch up" with their classmates, which means that these guys will be able to relax and study at a convenient pace for themselves. Thirdly, it is an in-depth study of the material: one of the main advantages of the "flipped method" of teaching is that students can independently study in depth and better assimilate the material. Due to the fact that they are more responsible about the learning process and receive feedback more often, students get a more complete idea of what they are studying and why they need it. In addition, classes that use "flipped learning" create more opportunities for interaction with other students, which significantly strengthens the learning community. Fourth, fostering a sense of responsibility: after students study at home on their own with digital content, they come to class already prepared, with ideas and questions. This is a great way to involve students in the formation of

classroom activities and thereby instill in them a sense of responsibility. In addition, "flipped learning" makes skipping classes less problematic. Previously, students who missed lessons in the classroom had to "catch up" with the material they had passed. With "flipped learning" there is no need for this, since the students study the material independently and individually, outside of the classroom. Finally, feedback: "flipped learning" expands the possibilities for feedback. Since all working hours are devoted to practical exercises and critical thinking, it is easier for teachers to detect gaps in knowledge and work on their elimination in real time.

In modern literature and mass media, the idea of the interpenetration and interaction of "flipped learning" and other innovative types of learning: "mixed", "distance", "electronic" and "interactive" is being broadcast. The use of various terminologies when using "flipped learning" ("flipped classroom", "flipped lesson", an element of mixed learning, a type of distance, distance and e-learning, a form of interactive learning) reflects the specifics of the organization of the educational process in this type of training, due to a combination of traditional and innovative approaches to the presentation and assimilation of educational material at different levels of education. The teacher's preparation for a specific "flipped lesson" involves:

methodical analysis and selection of the topic of the training session;

diagnostics of readiness and knowledge of students for independent study of the material;

selection and (or) development of information resources that will be offered to students for self-study, assessment of their compliance with the content of training and age characteristics;

planning of the training session: goal setting, determination of the content of the activity at each stage, determination of criteria for evaluating educational results, determination of the content and means of final control.

An essential stage in the preparation of the "flipped lesson" is the thinking over of homework that needs to be done after viewing and studying the recommended educational resource: the answer to the key question of the topic, the formulation of questions that arose in the process of independent work with materials, the compilation of tables, diagrams, reference notes that reflect the main content of the topic, and the development of criteria for evaluating completed homework. Independent work of students includes: the study of new material (presentation, video lecture, text in the textbook); performing tasks according to the instructions (formulation of questions, drawing up a diagram, joint execution of tasks, self-test tests).

It should be remembered that the changes taking place in all spheres of life challenge the education system, requiring it to "keep up". To answer this challenge, it is necessary to clearly understand what requirements the participants of the educational process must meet – those who teach and those who study. The Federal State Educational Standard contains many requirements that are directly related to learning within the framework of the "flipped classroom" model: students must use technological tools in the learning process, as well as "personalize the learning space for deepening knowledge"; students must understand the specifics of learning in the digital world and act only by safe and legal methods; when studying the material, the student must think critically; it is important not only to study existing materials, but also to be able to independently "solve problems by creating new solutions." Thus, the transition to the model of "flipped learning" is a transition from the primacy of the teacher to the primacy of the student. Thus, closer cooperation during the educational process becomes possible. Students cease to be passive participants in the educational process. The model of "flipped learning" allows you to put the responsibility for the student's knowledge on his own shoulders, thereby giving him: more time and opportunities to study independently, an incentive for further creativity, directing the learning process towards the practical application of the knowledge he received in the process of independent work.

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