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THE RELEVANCE OF THE USE OF FLIPPED LEARNING DURING DISTANCE EDUCATION

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The article substantiates the need to use the latest pedagogical technology Flipped Learning during Distance education in order to increase the motivation of students, their activation and improve the quality of knowledge, skills and abilities. Educators should focus on changes in the technology of training organization. At present it is essential to create new, completely different educational conditions in order to improve teaching and learning processes. The aim of the article is to reveal the essence of the Flipped Learning method and prove its relevance within this period. This article is aimed at motivating teachers to find, study and change their technologies in the organization of training, in which the student becomes an active participant in educational activities. The purpose of the Flipped Learning technology is to turn over the familiar to everyone educational process. Considering the advantages of this method in this article aims to help teachers implement Flipped Learning to their practice. The method discussed in the article is based on such ideas as Blended Learning, active learning, involving students in general activities and a podcast. The value of Flipped Classroom is the ability to use the class time for group sessions, where students can discuss the content of the new topic, test their knowledge and interact with each other in practical activities. Flipped Learning involves changing the role of teachers who give up their leading positions in favor of closer cooperation and collaborative commitment to the learning process. The article also indicates the types of Flipped Classroom and some difficulties of implementing this method in teaching process.

Key words: *Flipped Learning, Flipped Classroom, Distance education, online class, Internet platforms, the essence of the technology.*

Problem statement in a general view and its connection with important scientific and practical problems. Due to the situation of the present in the world in general and in Ukraine in particular, it is necessary to focus on changes in the technology of training organization. To improve education today, it is essential to create new, completely different educational conditions. In order to enhance the quality of distance education, update its

content and forms of organization of the educational process, new goals, tasks and principles of activity are defined for teachers. There is a need to use pedagogical technologies that deal with individual personal development, the skill of independent movement in information fields, the formation of students' ability to think independently, acquire and apply knowledge, carefully consider decisions and clearly plan actions, and be open to new contacts. This requires the introduction of alternative forms and methods of conducting Distance education.

Analysis of the last researches and publications in which the decision of the problem has begun and on which the author grounds his research. Analysis of recent domestic and foreign studies has shown that one of the promising approaches to the organization of the educational process is the integration model of learning technologies: traditional and distance learning. The learning process in which traditional learning technologies are combined with innovative e-learning, distance and mobile technologies is called Blended Learning (Prykhodkina, 2014). The works of O. L. Ogurtsova, O. B. Tarnopolsky, N. O. Prikhodkina, N. V. Rashevskaya, L. R. Dankevich, N. R. Balyk, M. V. Koval and others are devoted to the implementation of Blended Learning into education.

In 2010, Clintondale High School in Detroit, USA, became the first "Flipped School", completely switched to the principle of Flipped Learning. One of the most successful examples of implementing this approach to learning is the University of Pennsylvania. In this case about one and a half thousand students have already successfully studied accounting using the technology of Flipped Learning with the help of video lectures. Students are proposed to discuss the material and apply it in practice knowledge gained in the course of lectures (Prykhodkina, 2014).

Considering the essence of the problem that the teacher wants to solve applying Blended Learning, it is necessary to choose the model of learning that is best suited for this. There is a model called "Flipped Classroom".

The technology of Flipped Learning is quite a new phenomenon in education, but it causes considerable interest among scholars and is reflected in the works of such scientists as J. Bergmann, A. Sams, C. Baker, D. Berrett, T. Driscoll, M. Gorman, G. Green, H. Marshall, O. Yelnikova, M. Kurvits, E. Popov and others.

Setting of the unsolved parts of the shared problem to which the article is devoted. The analysis of existing scientific works on the implementation of Flipped Learning allowed us to identify the problem of integration of this approach during Distance education in Ukraine.

Today, the integration of this technology of training in modern higher education institutions is more relevant than ever and creates many advantages for both teachers and students. So, **the aim of the article is** to reveal the essence of the Flipped Learning technology and prove the relevance of its use within Distance education period.

Statement of the basic research material with full substantiation of the received scientific results. The essence of the Flipped Learning technology is to turn over the familiar to us educational process. According to the classical model of teaching, the role of a teacher is to explain the theoretical material in the class, and the practical part is left to students for independent study afterwards. "Flipped Classroom" reverses the learning process — now the student has to work out theoretical material on his/her own, and during the class activities are carried out, aimed at discussing the material, providing feedback and activation of already acquired knowledge, which without practical study remains unused.

The creators of the "Flipped Classroom" technology are chemistry teachers Aaron Sams and Jonathan Bergman. In 2008, they began making videos from their lectures and turning them into homework for their students. According to Aaron Sams, when students come to class, they do not attend to get merely theoretical knowledge; they show how to apply what they have learned at home with the help of videos (Bergmann J., 2012).

In their books "Flip Your Classroom: Reach Every Student in Every Class Every Day", they note the features of this technology and its capabilities. However, J. Bergman, in a series of articles on this topic, notes that Flipped Learning is not the same as video lectures that are available on the Internet. In his opinion, the main components of such training are interaction and elaborate learning activities that occur already during the lesson (Bergmann, 2012).



During distance learning, classes are mostly conducted online, using various Internet platforms such as Skype, Zoom, Moodle, and others. Using Flipped Learning technology, a teacher prepares a video lesson in advance, revealing the content of a new topic and shares it with his/her students. They study the material on their own, and in the online class it is practiced, discussed and reinforced. Students test their knowledge and interact with each other in

practical activities. During online class, the role of the teacher is to act as a coach or a consultant, encouraging students to do independent research and work together.

Today, the integration of this technology of training in modern higher education institutions is more relevant than ever and creates many advantages for both teachers and students. First of all, the Flipped Learning method does not require the University to purchase additional technical equipment. The main advantage of the "Flipped Classroom" is that this approach allows spending most of the time in the class to complete practical tasks, reproduce real communication situations and conduct role-playing games. At the same time, it is easier for the teacher to note typical mistakes for a particular topic and teach students how to avoid them. Thanks to the use of modern innovative technologies, the use of this approach increases the motivation and interest of students. Moreover, learning the theoretical material independently at home, each of them can work at a convenient pace and view the information the necessary number of times and without time limits. Furthermore, it facilitates the work of the teacher, because there are already many useful audio and video materials recorded by native speakers on the Internet. An important aspect for students is that watching or listening to audio and video lectures takes much less time than performing practical exercises. Thus, classes with the use of "Flipped Classroom" create conditions for additional interaction between the teacher and students, and provide additional time for personal communication, which helps to take into account the individual needs of students. In this approach, students are responsible for their own training, and if they miss a class, they have the opportunity to work on the topic themselves and keep up with the program. In addition, training materials are always available for re-viewing if necessary. One of the most important features of such classes is that all students are involved in the educational process, without exception, in this way, it helps to increase the overall percentage of academic achievement in the group.

While implementing Flipped Learning method, it is easy to make mistakes. Although the idea is very simple, an effective "Flip" requires careful preparation. Recording a video podcast requires effort and time on the part of teachers, and the material from the video and online class must be integrated so that students can understand the principle of this method and be motivated to prepare for classes. Finally, the introduction of Flipped Learning can mean additional work and require new skills from the teacher, although this process can be mitigated by introducing the method gradually. Of course, for a teacher, such innovation means a significant expenditure of energy and time to create a database of materials, but this disadvantage is compensated by the fact that this is a one-time job, then the same materials can be used again and again by the following groups and only updated from year to year, if there is such a need.

There is no single model of Flipped Learning – the term is widely used to describe the structure of almost any class that is based on viewing pre-recorded lectures and then discussing them directly in the class.

In the practice of foreign teachers there are such types of Flipped Classroom:

– Inverted Classroom the Standard: Students receive homework, which includes watching video lectures, familiarizing with materials related to the topic of the next lesson, during which they apply the theoretical knowledge they have received in practice, and teachers have additional time to work individually with each student.

– The Discussion-Oriented Flipped Classroom: Students are assigned to view some videos or materials from Internet resources. A teacher in the classroom organizes a discussion of the information received. This form will be useful in human sciences: literature, history philosophy, psychology, etc.

– The Demonstration-Focused Flipped Classroom: This form will be effective for those subjects that require demonstration of materials, conducting visual experiments. The teacher demonstrates the necessary activity, and the students perceive and analyze it, and then perform certain actions at their own pace – as they feel comfortable.

– The Faux-Flipped Classroom: Using this form will be useful if a teacher can't be sure that his/her students will definitely be preparing at home. This model allows students to watch videos in the class and then perform the appropriate tasks. And the teacher can be sure that all students in the class are ready to perform practical tasks and, moving from student to student, provide them with individual consultations.

– The Group-Based Flipped Classroom: This model encourages students to learn from each other, explain answers to groupmates, effective ways to get information, conduct scientific research, etc. Before the class, students are united in groups, research the relevant materials and in the class work together on a specific scientific problem.

– The Virtual Flipped Classroom: A teacher can organize the work of students in such a way that the entire learning process takes place remotely: the teacher offers children material to view, gives practical tasks, consults online, conducts testing and sets final grades.

– Flipping the Teacher: The teacher does not have to do all the work – prepare or search for video materials, form practical tasks, consult, check the work. Certain types of work can be performed by students, and the teacher will monitor how the learning process is organized, how information is presented, and provide assistance if necessary (Learning Model "Flipped Classroom": we strengthen the educational process, 2018).

Thus, there is a wide variety of forms and methods for using the Flipped Learning in general and during Distance education in particular.

However, introducing the technology of the Flipped Learning in the educational process, its disadvantages also should be taken into account. There may be a lack of permanent access to a computer and the Internet among students. There is a need to create a system for monitoring and verifying the completion of students' homework and to ensure the necessary level of motivation. Integration of the technology requires significant time on the part of the teacher to create and upload materials on educational Internet platforms and in blogs as well as the ability to work with the necessary tools and this can be a considerable obstacle to the work of older teachers.

Conclusion and prospects of the further investigations in the given direction. Interest in the Flipped Learning is constantly growing. It has already been called the 21st century methodology. So, considering all the aspects of the Flipped Learning technology discussed above, it can be concluded that such an innovation, if properly organized and taking into account all the individual characteristics of students, can bring positive results for both the teacher and students, increasing their level of motivation and success during Distance education. This method allows using the time of both teachers and students productively.

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АКТУАЛЬНІСТЬ ВИКОРИСТАННЯ ПЕРЕВЕРНУТОГО НАВЧАННЯ ПІД ЧАС ДИСТАНЦІЙНОГО НАВЧАННЯ**О. Є. Прошкіна**

У статті обґрунтовується необхідність використання новітнього педагогічного методу «Перевернуте навчання» в процесі дистанційного навчання з метою підвищення мотивації студентів, їх активізації та покращення якості знань, умінь і навичок. Педагоги повинні зосередитися на змінах в технології організації навчання. В даний період вкрай важливо створити нові, зовсім інші освітні умови для вдосконалення навчально-виховного процесу. Мета статті – розкрити сутність «Перевернутого навчання» і довести його актуальність в цей період. Дана стаття спрямована на мотивування викладачів знаходити, вивчати та змінювати свої технології в організації навчання, в якому студент стає активним учасником навчальної діяльності. Мета цієї технології навчання – перевернути звичний для кожного навчальний процес. Розгляд переваг даного методу в даній статті направлено на те, щоб допомогти вчителям впровадити «Перевернуте навчання» в свою практику. Метод, який розглядається в статті, базується на таких ідеях, як змішане та активне навчання, залучення студентів до спільної діяльності та подкаст. Цінність «Перевернутого класу» полягає в умінні використовувати класний час для групових занять, де учні можуть обговорити зміст нової теми, перевірити свої знання і взаємодіяти один з одним в практичній діяльності. «Перевернуте навчання» передбачає зміну ролі вчителів, які відмовляються від своїх лідируючих позицій на користь більш тісної співпраці у навчальному процесі. У статті вказані типи «Перевернутого класу», надається їх короткий опис, а також представлені деякі труднощі впровадження даного методу до навчального процесу.

Ключові слова: перевернуте навчання, перевернутий клас, дистанційна освіта, онлайн-клас, інтернет-платформи, сутність технології.

АКТУАЛЬНОСТЬ ИСПОЛЬЗОВАНИЯ ПЕРЕВЕРНУТОГО ОБУЧЕНИЯ ВО ВРЕМЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

О. Е. Прошкина

В статье обосновывается необходимость использования новейшего педагогического метода «Перевернутое обучение» в процессе дистанционного обучения с целью повышения мотивации студентов, их активизации и улучшения качества знаний, умений и навыков. Педагогам необходимо сосредоточиться на изменениях в технологии организации обучения. В данный период крайне важно создать новые, совсем иные образовательные условия для совершенствования учебно-воспитательного процесса. Цель статьи – раскрыть сущность «Перевернутого обучения» и доказать его актуальность в этот период. Данная статья направлена на мотивирование преподавателей находить, изучать и изменять свои технологии в организации обучения, в котором студент становится активным участником учебной деятельности. Цель этой технологии обучения – перевернуть привычный для каждого учебный процесс. Рассмотрение преимуществ этого метода в данной статье направлено на то, чтобы помочь учителям внедрить «Перевернутое обучение» в свою практику. Метод, рассматриваемый в статье, базируется на таких идеях, как смешанное и активное обучение, привлечение студентов к совместной деятельности и подкаст. Ценность «Перевернутого класса» заключается в умении использовать классный час для групповых занятий, где учащиеся могут обсудить содержание новой темы, проверить свои знания и взаимодействовать друг с другом на практике. «Перевернутое обучение» предполагает изменение роли учителей, которые отказываются от своих лидирующих позиций в пользу более тесного сотрудничества со студентами в учебном процессе. В статье указаны типы «Перевернутого класса», дается их краткое описание, а также представлены некоторые трудности внедрения данного метода в учебный процесс.

Ключевые слова: перевернутое обучение, перевернутый класс, дистанционное образование, онлайн-клас, интернет-платформы, сущность технологии.

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