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## **THE IMPLEMENTATION OF FLIPPED CLASSROOM IN HIGH SCHOOL EDUCATION AND ITS MAIN FEATURES IN TERMS OF INSTRUCTION**

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*Abstract. This very article discusses the use of flipped classroom in high school education as well as identifying its benefits and some drawbacks in a certain context. Indeed, the flipped classroom is deemed to be an active, student-oriented approach that was created to enhance the performance of class time. In our country, flipped classroom learning, which is rapidly gaining popularity around the world, is not well-known. A flipped classroom is a form of blended learning that intends to enhance student interaction and learning by having them complete readings in their homes and focus on critical thinking in class. Also, it is a learning environment in which students enhance their understanding via regular engagement and group/pair activities. Unlike conventional classroom this form of teaching, deliberately changes teaching from a teacher-centered method to a learner-centered and this article clearly signifies the important influence of technological innovations on learners' language acquisition, self-development, learning speed and key educational skills.*

*Key words: Flipped classroom, Bloom's taxonomy, blended learning, solve problems, interaction, collaboration, motivation, group work*

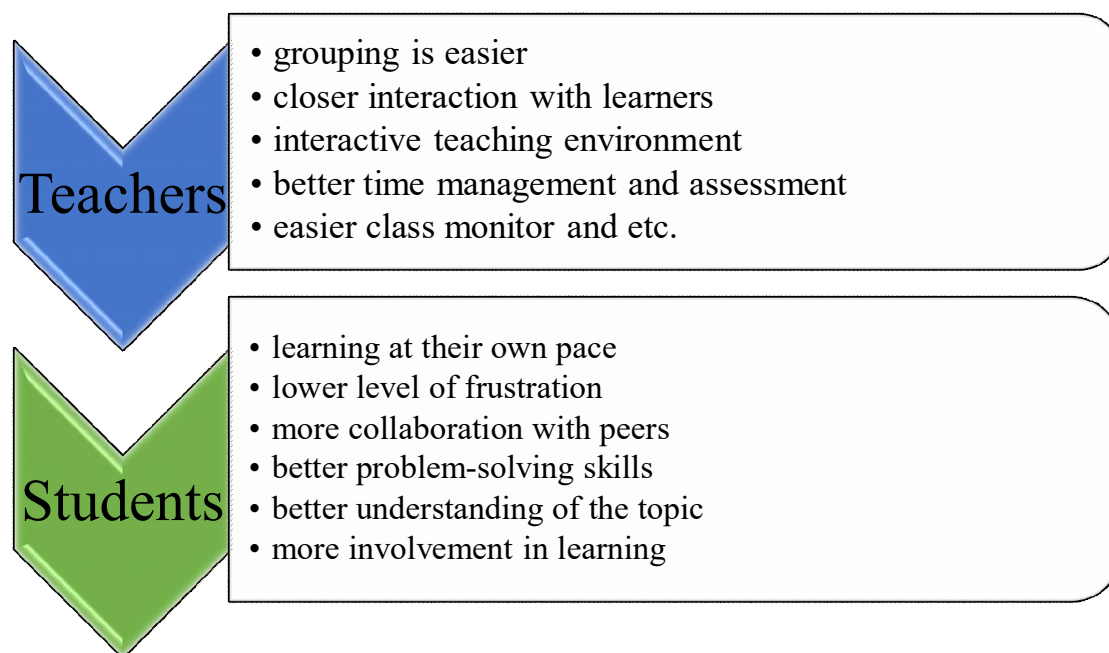
### **Introduction**

For a start, it is highly believed that in today's competitive environment, critical thinking skills are essential to obtain not only career, but also personal goals. It is crucial to possess main abilities such as flexibility, imaginativeness, problem-solving, and analytical skills. Bloom's taxonomy could aid to analyze the level of conceptual understanding associated with educational objectives in this situation and the flipped classroom is one of the most efficient, credible, and cost-effective ways of improving and mastering the key three levels of Bloom's taxonomy: analyzing, evaluating, and developing. Admittedly, based on these three levels flipped teaching promotes collaborative work, interaction, and group/pair learning as well as developing higher order analytical skills in the classroom. As Krathwohl (2002) notes this teaching method tends to tackle many difficulties with conventional lecturing methods and set the stage for active learning and the use of classroom instruction for greater levels of Bloom's taxonomy such as implementation, study, and synthesis, based on its underlying theories and empirical research (p.212). Instead of memorizing facts in class and then heading home to study with a collection of assignments, students read lesson materials and integrate them through video in the house; afterwards, take active part in teacher-instructed learning and class discussions. According to Bergmann and Sams flipped learning is the practice of both instruction-based and self-learning which provides the classroom with more time for active engagement as opposed to traditional learning (2012, p. 23). Nowadays, learner-targeted teaching is far more appreciated and believed to be more productive since it benefits any type of a learner ranging from the extrovert to the introvert and learner-centeredness is also one of the pluses of the flipped class.

At first, flipping is likely to be complicated, time-consuming, and frustrating as it necessitates the need to distinguish information and materials based on students' age, context, language skills, and ways of learning. However, it is also of importance since each class focuses on acquiring results apart from teaching persistence and idea generation.

In addition, many instructors are of the opinion that the benefits of this mode of

teaching and learning outweigh its drawbacks. For instance, it enables learners to learn in their own speed and motivates them to be willingly involved in lecture content as well as keeping the real time in the classroom for more productive, innovative, and active learning. Moreover, teachers are also very benefited with the help of this method since it gives them more opportunities to connect with and evaluate their learners, and lets them take charge of the classroom and their own learning (M. Gilboy & S. Heinerichs, 2015, p. 109). Shi-Chun Du and Ze-Tian Fu also point out some potential merits of flipped instruction for both teachers and students accordingly (2014, p.18):



However, as every coin has two sides, we have to consider some possible disadvantages of this very learning as well. Despite being effective and efficient, internet accessibility could be a major problem since the learners from remote areas may be confronted by poor internet connection. As a result, it holds a negative impact on their performance and assessment. Furthermore, when students study at home they are more likely to get used to a sedentary lifestyle which can eventually make them obsessed with their computers and lead to unhealthy habits. Along with the learners, sometimes teachers may also undergo some challenges in terms of teaching, because some have already been used to lecturing in a physical classroom and they find technology-based teaching somewhat problematic. In our view, in any case we have to embrace the brand-new appliances and blended instruction as it is the main prerequisite of today's education and in a bid to address those issues some basic strategies could be employed:

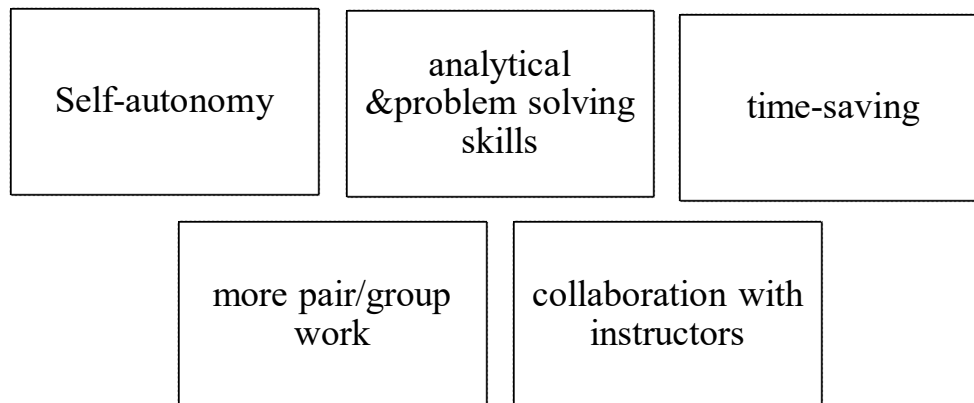
- Standard-students can view lectures prior to the class and do the tasks in the classroom while getting one-on-one focus;
- Demonstration-centered-video lectures are assigned as well as additional materials including TED Talks, then learners discuss the topic in class. For Art subjects this method would be more effective;
- Group-focused- all the students learn the materials online on their own at home before the lesson and the next day they come to the real classroom and complete the assignments in groups and learn much better in a faster pace;
- Flipping the instructor- learners take the charge of teaching instead of the teacher and make their own videos in order to present mastery.

**Materials and methods**

In the Western and European Context many articles were reviewed and analyzed on the advantages and methods of applying a specific methodology before its implementation in my own classroom. The measures below are used to make the class run smoothly. Starting with creating a personalized learning and organizing resources is critical, followed by classroom management. Educators should also be tech-trained on using appropriate mobile apps in virtual learning. Upon flipping the classroom, the teacher must create and assign the content ahead of time. Doing the homework individually, students are bound to develop self-autonomy. They are taught to analyze situations or address conflicts during the lesson; they also peer guide by interacting with one another and extending their ZPD. It stands out that students are greatly stimulated by flipped classroom learning styles, which trigger a reaction that can differ as a motivating factor and a positive outlook in the learning experience. The use of a flipped classroom model offers stimulus in the form of video content that is demonstrative and contextual in nature, causing students to respond positively and instilling a positive spirit in them. Since I am extremely motivated to perform research on the efficacy of using a flipped classroom, it was agreed to divide the students into two groups: one for blended learning and the other for conventional language learning. After a few months, it was observed that low-level students continue to face challenges with content comprehension, whilst high-level students became inspired and began to improve self-autonomy, analytical, and problem-solving skills. As a result of the flipped classroom's introduction, significant progress has been made.

**Results and discussion**

Having observed them for a specific period of time, the results were analyzed appropriately. In fact, most of the learners opined that regardless of some challenges caused by this very learning environment they favored it due to the reasons listed below:



As can be seen, the main characteristics mentioned by learners are group collaboration and time management as they are able to share the knowledge gained at home with their peers and the teacher in order to obtain further understanding. It also helps them to save much time as there is no wasted time for class lecturing. In that case, the teacher remains as a facilitator in the class to elicit and give better explanation. Moreover, they are more likely to develop their problem solving or critical thinking skills via joining group discussions and debates, whereas self-autonomy is shaped via working at home and learning by themselves.

Apart from that, with the assistance of flipped teaching teachers can tailor each lesson to the needs, learning styles, and speed of each student thanks to technological advancements and creative teaching techniques. When it comes to me, I mainly follow the principal objectives in my classrooms and make the class an engaging learning space.

Understanding of how students study inactive lecture at home, they have the opportunity for individual/group work, comprehension assessments, role-plays, and problem-solving exercises during class time to develop a deeper understanding of the content. In addition, students may learn at their own pace, particularly slower readers, who can count on their own pace of content comprehension and concentration, they can revisit recorded lectures as often as they need. Students are more motivated to come to class armed with ready ideas and questions now that they have access to digital tools at home. Teachers will find out what students have learned and what needs to be learned in the classroom by using online quizzes or CCQs for pre-class material. Furthermore, students are not hindered in their studies by illness: digital education enables them to proceed with learning materials, efficient exam preparation, deeper comprehension, improved engagement, and good outcomes.

## **Conclusion**

Taking everything into account, we can surely state that flipped classroom benefits any kind of learner as well as the teacher due to the efficacy, time management, peer/group interaction, increased motivation and etc. Analyzing the results of the chosen context and comparing them with the perceptions of other researchers it is clear that the advantages of this learning outnumber the disadvantages and increase both computer literacy and self-autonomy. In order to have the learners fully engaged in learning process, teachers can apply various strategies of flipped classroom according to their needs and objectives. Obviously, blended learning is bound to be our future education owing to the outbreak of the pandemic last year and the advancement of new technologies. Therefore, future instructors of any realm and learners have to adapt to this learning environment so as to meet the needs of the technology-based education and address the potential challenges.

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