THE FLIPPED CLASSROOM AS A VARIANT OF BLENDED LEARNING IN THE PROCESS OF MULTICULTURAL PERSONALITY DEVELOPMENT

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Abstract

The article is aimed at the introduction of an innovative system of the English language training for undergraduate students, which is impossible without the use of new educational technologies. One of the technologies considered as an efficient one is that of blended learning. The concept of blended learning cannot be defined precisely as different scholars put different content into the term, though all researchers agree that blended learning is an integrated learning experience that is controlled and guided by the instructor whether in the form of face-to-face communication or his virtual presence. Technological innovation is expanding the range of possible solutions that can be brought to bear on teaching and learning. “Blended learning” designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students. “Blended learning systems” also combine face-to-face instruction with computer-mediated instruction.

The research aims at finding out an efficient way of university students’ multicultural personality development. It studies how to develop the main competences through a new educational technology “Flipped classroom”. A flipped classroom frees up class time for teachers and presents learning choices to students rather than just informing them in a sit-and-listen format. With this model, teachers can deliver this instruction by recording and narrating screen casts of work they do on their computers, creating videos of themselves teaching, or conducting video lessons from trusted Internet sites. In other words, teachers can record videos, add interactive elements, and share previously recorded segments from other teachers. Students should watch these videos before the class so that they can be active in the classroom activities. With Internet access becoming more ubiquitous, sources of language teachers to reach more videos for using in their language teaching classes have been on the increase.

The purpose of the paper is to present the flipped classrooms programs in the model of multicultural personality development which can be easily integrated into classroom environment. The purpose of the flipped classroom programs is to implement effective learning methods. For example, a flipped classroom can contribute to personalization with video lectures, which present opportunities to watch or re-watch lessons in case of need. Moreover, with a variety of materials in addition to lecture videos, the flip can contribute even further to the individual needs of students.

The developed flipped classroom programs have been successfully introduced into an educational process of teaching English to undergraduate students. The authors described a technology of flipped classroom realization in the process of multicultural personality development. A flipped classroom can be divided into two learning environments: outside and inside the classroom. Both sides can be perfectly integrated for this model to be effective. The first step for teachers is planning in detail what will happen in each environment. The second step is selecting a variety of appropriate activities that meet the needs of all learners. Such an approach can provide rich learning opportunities for students with different learning styles. The third step is to determine how to integrate tasks and activities that occur in both environments. This step is especially important since a flipped classroom is intended to be a blended approach.

The results of placement and final tests reliably show a significant improvement in the way the students start using the language after they’ve seen the video at home. All the participants admitted they had enjoyed the blend of classroom and online activities. The satisfaction survey shows that the flipped classroom can provide several benefits: free classroom time, opportunities for personalized learning, opportunities for more student centered learning, a continuous connection between student and teacher, increased students’ motivation, a learning environment full of familiar tools, and variety in lecture content attuned to different learning styles.
Keywords: multicultural personality; multicultural personality development; blended learning; flipped classroom.

1 INTRODUCTION

In modern education there are two global processes - diversification and internationalization of education. Of great importance in matters of internationalization of the educational space is multilingual education - the formation of a competitive specialist who knows not only his mother tongue but also speaks several foreign languages.

The basic methodological provisions in relation to the problem under study are expressed in the following:

- Purposeful formation of a multilingual educational space of an individual depends on a mechanism that allows optimization of integration processes in terms of cultural and linguistic pluralism at various levels. Integration contributes to improving the integrity and organization of the pedagogical system, while in the system itself the volume and intensity of interconnections and interactions between the components of the educational process increase.

- When investigating a problem, we proceed from the doctrine of the diversity of languages and cultures, of the significance of the interaction of different cultures and languages, reflecting to the greatest degree the need to understand the world as a holistic and non-linear system.

- We understand the essence of the personal multilingual space as the formation of a new direction of thinking associated with the state of human openness for continuous development, readiness to reconsider his views, with his ability to positively perceive unfamiliar phenomena of the world, tolerance.

The multilingual educational space, considered in the context of ideas of cultural and linguistic pluralism, humanitarization and humanization of education, is defined as one of the possible forms of organizing cultural space filled with many elements (cultural realities). The latter make up the linguistic and extra-linguistic (that "behind the language") content of the activity that is carried out by the direct participants in the educational process, interacting at the level of universal and individual culture.

Multicultural education is currently viewed as a requirement for the successful implementation of language education and the formation of a multicultural linguistic personality capable of speech interaction at the intercultural level [3, p. 10-13]. Such ability inevitably occurs in the mode of assimilating the facts of culture in the process of using a language as a means of communication and mastering a language as a means of communication based on assimilating the facts of culture. The formation of the “third” culture of an individual is carried out in the educational process on the basis of basic culture by means of “intercultural education”, which aims at creating students’ new cultural awareness, namely the ability to understand a different way of life, different values, a different approach to one’s own values and giving up existing stereotypes and prejudices when students contact with another culture.

A multicultural personality is an integrative personal quality that includes tolerance, empathy, conflict-free status, citizenship, humanity, and multicultural identity. What is important is the positive motivation for positive cooperation with representatives of different cultures, emotional-axiological relation to the characteristics of other cultures, a system of multicultural knowledge and skills.

Our research aims at finding out an efficient way of university students’ multicultural personality development. It studies how to develop the main competences through a new educational technology "Flipped classroom".

2 METHODOLOGY

A multicultural personality is an integrated concept that indicates the ability of the individual to use independently various elements of knowledge, skills and attitudes in everyday and new cross-cultural situations. Polycultural competence is considered as the combination of cultural tolerance and sociocultural identity. Polycultural competence is also viewed as an integrative quality that is reflected in a person’s awareness of the content and means of interaction with the polycultural world and realized in a person’s ability to function in a polycultural world [5; 9].
In our research we have tried to find out the best approach to multicultural personality development and the kind of practice and activities inside and outside the classroom necessary for the students to be good at future profession:

**Intercultural approach**, which involves: studying foreign languages as a means of intercultural communication; focus on the social roles of speakers, their intention and means of language implementation; analysis of the situation of intercultural communication according to the scheme: participants of communication / their social roles / time and place of action; interactive context - the context of interaction of representatives of various linguocultural communities.

**Information and communication approaches**, which means that modern information tools, such as expert training systems, educational databases, interactive video systems, multimedia operating environments, and virtual reality technologies create an information and communication environment.

The following **scientific methods** were used while carrying out the research: analysis of normative documents on education was undertaken to justify the urgency of the problem and determine the legal possibilities for its solution; the theoretical and methodological analysis allowed to formulate the key initial positions of the research; generalization and analysis of effective international experience and practice of domestic and foreign higher schools in the process of modeling Flipped classroom programs integration within the model of multicultural personality development; the focus group method was used to elucidate students' attitudes towards the multicultural personality development; observation (direct, indirect) was used to determine the potential of students to participate in Flipped classroom programs.

### 3 RESULTS

One of the conditions and methods of multicultural education is the flipped classroom as a variant of blended learning in the process of multicultural personality development.

The concept of blended learning cannot be defined precisely as different scholars put different content into the term, though all researchers agree that blended learning is an integrated learning experience that is controlled and guided by the instructor whether in the form of face-to-face communication or his virtual presence. Technological innovation is expanding the range of possible solutions that can be brought to bear on teaching and learning. “Blended learning” designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students. “Blended learning systems” also combine face-to-face instruction with computer-mediated instruction.

A flipped classroom frees up class time for teachers and presents learning choices to students rather than just informing them in a sit-and-listen format. With this model, teachers can deliver this instruction by recording and narrating screen casts of work they do on their computers, creating videos of themselves teaching, or conducting video lessons from trusted Internet sites. In other words, teachers can record videos, add interactive elements, and share previously recorded segments from other teachers. Students should watch these videos before the class so that they can be active in the classroom activities. With Internet access becoming more ubiquitous, sources of language teachers to reach more videos for using in their language teaching classes have been on the increase [1].

The flipped classroom, as a new term, also as a new teaching mode, was first proposed by Salman Khan in 2011. Sharman Khan believes that students' learning by watching videos in the course of self-paced progress, interacting with teachers and receiving guidance makes the classroom more humanized [2]. In a nutshell, the flipped classroom means that teachers use modern information technology to pre-record lectures; learners spend after-class time watching the video, and then in the class teacher and learners exchange their views with each other so as to achieve the goal of teaching. It is a new form of teaching which reversed the traditional instructional design of learning in class.

On the basis of conceptual understanding, Lin Y. [2] designed a conceptual map of the «flipped classroom» teaching mode (Fig. 1):
We have developed several «flipped classroom» programs for students of the Faculty of Humanities. The flipped classroom programs are dedicated to overcoming communication and cultural barriers, cross-cultural sensitivity development, preparation for studying abroad.

The flipped classroom programs in the model of multicultural personality development can be easily integrated into classroom environment. The purpose of the flipped classroom programs is to implement effective learning methods. For example, a flipped classroom can contribute to personalization with video lectures, which present opportunities to watch or re-watch lessons in case of need. Moreover, with a variety of materials in addition to lecture videos, the flip can contribute even further to the individual needs of students.

The developed flipped classroom programs have been successfully introduced into an educational process of teaching English to undergraduate students. The authors described a technology of flipped classroom realization in the process of multicultural personality development. A flipped classroom can be divided into two learning environments: outside and inside the classroom. Both sides can be perfectly integrated for this model to be effective. The first step for teachers is planning in detail what will happen in each environment. The second step is selecting a variety of appropriate activities that meet the needs of all learners. Such an approach can provide rich learning opportunities for students with different learning styles. The third step is to determine how to integrate tasks and activities that occur in both environments. This step is especially important since a flipped classroom is intended to be a blended approach.


4 CONCLUSIONS

Blended learning is a modern educational technology, which is based on the concept of combining technologies of the “class-lesson system” and e-learning technologies based on new didactic opportunities, provided by information and communication technologies and modern learning tools.

The use of the principles of blended learning in teaching practice allows the teacher to achieve the following goals: expand educational opportunities for students by increasing the availability and flexibility of education, taking into account their individual educational needs, as well as the pace and rhythm of development of educational material; stimulate the formation of an active position of the student: increasing his motivation, independence, social activity, including in the development of educational material, reflection and self-analysis and, as a result, increase the efficiency of the educational process in general; transform the teacher’s style: move from knowledge translation to interactive interaction with students, contributing to the construction of student’s own knowledge; to individualize and personalize the educational process when a student independently determines his / her educational goals, ways to achieve them, taking into account his / her educational needs, interests and ability, and the teacher plays the role of assistant and mentor.
"Flipped Classroom" is a technique in which the concept of a lesson-lecture and homework is "turned over", that is, a student watches a lecture on a specific topic at home before class, and class time is devoted to practical work, projects and discussion. Most often, the online lecture becomes the center of this approach to learning [4; 5].

The main concepts of this method are: active study of the material, a strong motivational base, a transformed learning process and digital recording of the material. The value of "Flipped Classroom" consists in changing the objectives and purpose of the lesson, in which the class becomes a workshop, where students, having familiarized themselves with the lecture material in advance, can clarify aspects that remain unclear, apply their knowledge in practice, and share practical experience with each other. During the lesson, the teacher acts as an instructor, adviser, encouraging students to both individual and group work.

The results of placement and final tests reliably show a significant improvement in the way the students start using the language after they've seen the video at home. All the participants admitted they had enjoyed the blend of classroom and online activities. The satisfaction survey shows that the flipped classroom can provide several benefits: free classroom time, opportunities for personalized learning, opportunities for more student-centered learning, a continuous connection between student and teacher, increased students’ motivation, a learning environment full of familiar tools, and variety in lecture content attuned to different learning styles.

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