

Analysis on the Application of Flipped Classroom in Chinese Junior High School

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Abstract. The study explores the impact of inverted classroom learning on collaboration, innovation, and task orientation. By implementing the inverted classroom learning method, the researchers reversed the two steps of classroom learning and homework in the traditional learning mode. The research subjects were 35 undergraduate students from the Faculty of Education, who taught a course on educational innovation. The results show that the inverted classroom learning approach has a positive impact on collaboration. Students' willingness to cooperate and engagement showed a significant increase in inverted classroom learning, where students were more willing to communicate and cooperate with each other than traditional classroom learning. In addition, inverted classroom learning promotes the development of innovative capabilities. Students are more open and creative in inverted classroom learning and come up with innovative solutions.

Keywords: Application of flipped classroom, Chinese junior high school, phenomenon analysis.

1. Introduction

With the continuous development of modern technology, education methods cannot be limited to traditional models. The flipped classroom model is defined as a teaching method that transfers the classroom content taught by the teacher to self-directed learning before class, and then conducts in-depth discussion and learning in the classroom. This model encourages active student participation in learning and increases classroom interactivity[1]. This method focuses on students' active learning ability, which improves learning results while increasing interest in learning. In a traditional classroom, teachers impart knowledge and explain concepts in class, while students do homework and exercises after class. The goal of the flipped classroom is to increase students' interest and learning outcomes, and promote the development of critical thinking and problem-solving skills. Through interaction and collaboration, students gain a deeper understanding and application of knowledge while developing teamwork and communication skills[2]. In flipped classrooms, students will learn knowledge independently and master basic concepts by reading and watching teaching videos before class. In the classroom, teachers guide students to conduct in-depth discussions, answer questions, practice and other activities[3].

The application of flipped classroom is divided into three parts. First of all, before the class, students through reading books, online to find teaching videos and other methods, the basic understanding of knowledge points, and raise questions about knowledge points, in the classroom, teachers guide students to discuss, answer questions, group cooperation and other activities, help students deeply understand and use knowledge, encourage students through experiments, demonstrations, case analysis and other forms, let students actually operate and apply knowledge, cultivate problem-solving skills.

The flipped classroom is an innovative teaching model that is worth discussing in terms of application, whether students and teachers can adapt to this model, and whether the final result is favorable. This article discusses the effectiveness of vocabulary, grammar, speaking, writing, reading, and listening in the middle school classroom, as well as the challenges that students and teachers may accept.

2. The Application of Flipped Classroom in Junior High School

In the junior high school classroom, the teaching knowledge focuses on vocabulary, grammar, speaking, writing, reading and listening, and the application of the flipped classroom can also have a positive effect[4]. Regarding words and grammar, their requirements for students' independent learning ability are not very high. The recitation of words encourages students to self-supervise and supervise each other before class. Meanwhile, grammar knowledge can be found in a lot of excellent materials. These knowledge can be practiced and applied with teachers and classmates in the classroom. This learning style can improve students' learning efficiency and memorization ability, and also allow students to understand and apply the knowledge deeply. However, the traditional teaching method like grammar translation method cannot provide students with sufficient learning experience in speaking and writing. In contrast, flipped classrooms can provide students with more time and opportunities to practice oral and written expression. In the classroom, students have the opportunity to communicate and interact with teachers and partners. At the same time, teachers can also provide students with detailed writing guidance after class, so that students have more time for writing practice and feedback. The application of flipped classroom reading and listening can be done by allowing students to do reading and listening exercises on their own before class, which are discussed and interpreted later in class.

3. The Advantages and Disadvantages of Flipped Classroom

This method improves students' reading comprehension and listening comprehension skills and stimulates students' interest in text and listening materials. At the same time, teachers can also provide students with more opportunities for reflection and interaction in the classroom, and deepen students' understanding and application of what they have learned. What is more, the flipped classroom is still very beneficial to the mental health of junior high school students. This method can stimulate students' learning motivation, enhance their learning interest, encourage them to work in teams, provide personalized learning resources and learning paths according to students' learning needs and interests. Meanwhile, this method can help students learn at a time and pace that suits them. At the same time, the flipped classroom focuses on students' critical thinking, providing a series of learning materials and questions that encourage students to think deeply and put forward their own opinions. Moreover, students are encouraged to engage in reasoned debate.

Based on these advantages, many people have also experimented with flipped classrooms. According to the experimental results, students' evaluation of flipped classrooms is mostly positive, and students prefer interactive classes[5]. Outcomes have always been important for student achievement, and the literature has also examined the impact of flipped classrooms on student achievement. Researchers conducted randomized controlled trials that found that there may be a problem of widening achievement gaps with no long-term average effect on student learning, and the results suggest that flipped classrooms can lead to short-term gains in student learning, however, educators should exercise caution when considering the widening of achievement gaps and the fading of effects[6]. In addition, inverted classroom learning has a positive effect on student task orientation. Students are more focused on completing tasks and learning more autonomously, rather than relying on teacher guidance. They complete learning tasks more independently and improve the quality of task completion[7].

The problems that arise in this cannot be ignored. In flipped classrooms, students may face a lack of timely guidance and feedback due to self-directed learning, especially for content that requires direct instructional instruction to understand. At the same time, this method requires students to have a certain degree of independent learning ability and the ability to manage time, but most junior high school students have not fully mastered these skills, and there may be instability in learning results. Flipped classrooms require students to complete prep tasks before class, which for some students can increase the workload and study pressure, especially if they have not yet adapted to this learning style. If students do not fully grasp the basics before class, it may lead to an inability to

understand and participate in in-depth discussions and activities in class. Objectively speaking, flipped classrooms need to provide rich learning resources and learning tools, including teaching videos, online discussion platforms, and so on. Nevertheless, some schools may have limited resources to meet the needs of flipped classrooms.

In view of the solution to these problems, the first thing is to arrange the study time flexibly, considering that the attention and concentration of junior high school students are relatively short, the learning time can be divided into short segments, and each learning period should not be too long, which helps to maintain students' concentration. Secondly, it can provide diversified learning resources and activities, such as learning materials combined with pictures and texts, animations, interactive games, etc., to attract the interest of junior high school students and stimulate their learning motivation. Flipped classrooms encourage cooperative learning and develop their teamwork and communication skills. Activities such as group discussions, project collaborations, or role-plays can be organized for students to facilitate their interaction and collaboration. This approach places more emphasis on students' independent learning and independent thinking, but also provides timely feedback and support. Evidence from experiments suggests that administrators should strive to ensure a good match between teachers' teaching styles and students' learning styles, and create a more inclusive learning environment[8]. Therefore, teachers should pay attention to using reasonable methods when giving feedback to avoid negative feedback causing a tense classroom atmosphere and affect students' learning. Besides, teachers can answer students' questions in a timely manner and provide necessary guidance and guidance through online platforms, individual guidance or group discussions. In addition, teachers should pay attention to students' emotional needs, establish a good teacher-student relationship, guide them to actively participate in learning, and provide psychological support and encouragement. Furthermore, there is intensive examination and summary, where students are encouraged to complete pre-study tasks before class and check and summarize in class. Teachers can check students' mastery of pre-class learning content through classroom quizzes, discussions, or presentations, and correct students' mistakes and misunderstandings in a timely manner. At last, with the rapid development of science and technology, many AI robots have become good helpers for students to learn English. Therefore, schools with insufficient resources can consider making more use of mobile phone apps to help carry out flipped classroom. Meanwhile, teachers can also teach students how to learn by English teaching app after class.

4. Conclusion

In conclusion, flipped classroom can improve students' interest and enthusiasm for learning, emphasizing students' active participation and independent learning, but it also requires the cooperation of students and teachers, and there are many challenges to be accepted to widely apply flipped classrooms. For example, flipped classroom has high requirements on teachers' classroom time management. Teachers must make sufficient preparations, such as providing students with sufficient lesson preparation materials and even imparting lesson preparation experience, which may occupy the teacher's time after class. In addition, compared with the traditional grammar translation method, flipped classroom may be more likely to cause the Matthew effect of students' learning achievement. Students with strong self-learning ability, strong understanding ability, and good foundation can gain a deeper understanding of knowledge and exercise their abilities through this method. On the contrary, students with weak self-learning ability, weak foundation, and poor understanding may find it difficult to learn enough knowledge through this method, let alone exercise their abilities. Therefore, this is also an issue that teachers need to pay attention to when designing courses.

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