

RESEARCH ON ONLINE INTERNATIONAL CHINESE EDUCATION BASED ON FLIPPED CLASSROOM MODE

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ABSTRACT

At the present time, the research on the offline International Chinese Education based on the flipped classroom mode has made great progress in China, but the relevant research on online International Chinese Education rested upon the flipped classroom mode is few, and the latter still has some shortcomings. Based on this, by introducing the concept and characteristics of flipped classroom mode and focusing on the characteristics of online International Chinese Education, the advantages of implementing flipped classroom mode in online International Chinese Education are summarized, and the current application status of flipped classroom mode in online International Chinese Education is systematically analyzed. Finally, combined with appropriate teaching methods, there are some relevant suggestions on the application of flipped classroom mode to online International Chinese Education, aiming at achieving great results in online International Chinese Education.

Keywords: Flipped classroom mode; Online International Chinese Education; teaching application.

1. INTRODUCTION

In recent years, network information technology has been continuously innovated and improved, which provides space for the development of the education sector, so that the educational concept can be innovated and the teaching mode can be improved. Due to the rapid development of Internet information, strong technical support has been given to online International Chinese Education. Although International Chinese Education has gradually changed from offline to online, efforts should still be made to focus on students' learning needs and give full play to students' initiative and creativity in Teaching. Therefore, in order to break through the shackles and influence of traditional classroom teaching and promote the better development of online International Chinese Education, the flipped classroom model is gradually applied to International Chinese Education activities, and give full play to the value of the flipped classroom teaching model in online International Chinese Education.

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2. RESERCH ON THE ONTOLOGY OF FLIPPED CLASSROOM MODEL

2.1 Definition of flipped classroom model

2.1.1 The origin of flipped classroom model“It is generally believed that this teaching mode is an attempt by Jonathan Polman and Aaron SAMs, American high school teachers, to help absent students learn effectively in 2007, to display the learning content in the form of PPT before class, record the knowledge explanation into a video, and then upload it to the online learning platform for students to arrange time for repeated viewing and learning, and then achieve certain results” (Sun Wenli&Wu Lin, 2020: 184).

2.1.12 The concept of flipped classroom modelSince the flipped classroom model came into being and gradually entered the classroom in China, many scholars in China have defined its concept. For example, Chinese scholar Li Zhe defined “the flipped classroom mode as flipped class/inverted classroom as a new teaching method in the teaching design of primary comprehensive courses of Chinese as a foreign language based on the flipped classroom mode, which is also called inverted classroom, inverted classroom” (Li Zhe, 2021: 17). It is the process of knowledge learning and the process of knowledge transfer, and “the role of teachers and students in traditional classroom teaching is changed” (Liang Xinyu, 2021: 138).

Before class, the teacher uploads the knowledge explanation to the online learning platform in the form of video or audio, and the learners complete the course content; In class, teachers design teaching contents according to the feedback of students' learning before class to help students internalize knowledge; After class, learners should consolidate and review in time, and communicate with teachers in time for doubts in the classroom, so as to better master and apply knowledge.

2.2 Characteristics of flipped classroom model

2.2.1 Break through the limitation of time and space

Compared with the traditional classroom mode, the flipped classroom mode no longer requires teachers to carry out teaching activities with strict time standards, and “teachers no longer need to carry out teaching in the way of real-time teaching”(Zhou Xiaonan, 2018: 116). Students can no longer be limited to fixed places and fixed time for learning. During the teaching process, students can focus more on knowledge content, and can make more use of network resources, e-books, etc. to consult when encountering important and difficult knowledge, and can also communicate with classmates online. Students can not only enrich the content of knowledge and broaden the scope of study, but also “enhance the ability of autonomous learning and self-discipline” (Chen Chunyan, 2021:65).

2.2.2 Realize the transformation of teacher-student role orientation

In the flipped classroom mode, students become the initiative of learning, and make a reasonable learning plan according to their own situation. When encountering important and difficult points, they can also watch the explanation video for many times, refine the knowledge points, and solve doubts through the teacher's question answering in class, so as to firmly grasp the knowledge and truly internalize the theoretical knowledge.

2.2.3 Improve the requirements for teachers and students

Flipped classroom mode requires students to have high self-control and perseverance. Although the learning time and learning methods of flipped classroom mode are arranged more freely, it will be a challenge for students. Students should be more strict with themselves, preview and watch learning videos in time before class, actively communicate with teachers and classmates in class, complete relevant exercises on time after class, and consolidate and review in time.

2.2.4 Teaching is more concise and clear

Flipped classroom mode is a new teaching mode gradually developed by relying on network information technology. Teachers can collect relevant course materials based on teaching content, record them into teaching videos, upload them to relevant learning platforms, and release learning task lists. The teaching content of the course is mainly video interpretation, each video is no longer than 10 minutes, the key and difficult points of knowledge interpretation are prominent, and it has strong pertinence, which is conducive to students' focused learning.

2.2.5 Enhance emotional exchanges between teachers, students and students

“Flipped classroom mode further enhances the emotional communication between teachers and students” (Zhang Zhilan&Li Xiaoqin, 2021: 90). In the flipped classroom mode, students are familiar with knowledge in advance before class and communicate with teachers and students in class with problems. In this mode, the distance between teachers and students in cooperative learning is getting closer and closer, and a healthy relationship is established between them.

3. NECESSITY OF IMPLEMENTING FLIPPED CLASSROOM MODE IN ONLINE INTERNATIONAL CHINESE EDUCATION

3.1 Characteristics of online International Chinese Education

3.1.1 Advantages

3.1.1.1 break through the limitation of time and space

The world situation is complex and changeable, and International Chinese Education is also facing many challenges. Affected by some uncontrollable factors, many foreign students cannot return to campus normally. Therefore, “teachers can not teach students to learn Chinese face to face, which brings a lot of inconvenience to Chinese teaching” (Wu Chen&Diao Xiaowei,2021:75). The online International Chinese Education can solve the problem of time and space in teaching to a great extent. Through communication, teachers and students can choose the appropriate time for live teaching. In this process, if students still have inconvenience, individuals can reasonably arrange time, choose suitable places, play back teaching videos after class, effectively complete learning tasks, and “maintain a pleasant learning state” (Gao Yiqi, 2022: 16).

3.1.1.2 more extensive Chinese learning groups

The online International Chinese Education has the characteristics of breaking through the time and space constraints, which makes the Chinese learning community more extensive. Many learners who love Chinese culture have been affected by their own factors or many uncontrollable external factors, and can not normally learn Chinese as a foreign language offline. Online International Chinese Education has undoubtedly brought great convenience to these learners and provided a convenient way for more Chinese learners.

3.1.1.3 enhance learners' learning motivation

Online International Chinese Education can stimulate and enhance learners' learning motivation to a certain extent. Digital resources can not only help teachers' instructional design more targeted, but also help students quickly query and share learning resources. Teachers' use of online digital resources combined with multimedia teaching can stimulate and enhance learners' interest in learning.

3.1.1.4 improve teachers' professional ability

To carry out online Chinese teaching, teachers should not only fully analyze diversified Chinese learners, but also skillfully use the online teaching platform. Therefore, teachers need to keep pace

with the times in terms of teaching philosophy and teaching means, properly participate in teaching training activities, strengthen teaching skills.

3.1.2 Deficiencies

3.1.2.1 rely on network information technology

Due to the excessive reliance on Internet technology in online International Chinese Education, when problems such as network signal jamming and student account dropping occur on the online learning platform, classroom activities of online International Chinese Education will be greatly affected, and “online International Chinese Education will also be affected by the proficiency of teachers and students in operating the online learning platform to a certain extent” (Wang Hongyu, 2021: 186).

3.1.2.2 reduce the time for efficient practice in class

Online International Chinese Education requires classroom interaction by switching microphones online, but this will be affected by unstable factors such as network signal problems and switching microphones, resulting in part of the classroom time being occupied. A series of problems, such as the inability of closely connected teaching links to be carried out orderly, the corresponding reduction of effective classroom practice time, and the lack of language skills practice, will affect the efficiency of students' language learning.

3.1.2.3 the effectiveness of classroom organization and management is not significant

In the actual teaching, both sides of the teaching need to interact constantly, but the online way is difficult to realize face-to-face and constant communication. Therefore, when teachers carry out teaching activities, the following problems will appear in the classroom: Students' cooperation is not high, Class attendance cannot be guaranteed, Learners' lack of concentration, the interaction between teachers, students and students is more difficult.

3.2 Advantages of flipped classroom mode in online International Chinese Education

3.2.1 Increase effective practice time in class

The ultimate goal of language learning is to enable learners to properly use the knowledge they have learned in real communication, and language skills are mastered through practice and practice. However, in general, online Chinese as a foreign language classroom often has insufficient practice time due to problems such as the Internet, and the flipped classroom model can make up for this deficiency.

3.2.2 Enhance classroom interest

In International Chinese Education online, teachers often spend a lot of time explaining theoretical knowledge due to the length of time. In the long run, students will have irritability, it is difficult to concentrate on learning knowledge, and can not give full play to their initiative and creativity. The flipped classroom mode has a variety of teaching forms. Teachers can adopt a variety of new software to edit videos during the recording session, which is vivid, interesting, convenient and flexible.

3.2.3 Increase opportunities for interaction between teachers and students

In the online International Chinese Education, teachers have to spend a lot of time in imparting knowledge, and in the live teaching, once the teachers do not grasp it well, it will form a "one speech hall". The flipped classroom model can provide more communication opportunities for teachers and students of Chinese as a foreign language, create a pleasant classroom atmosphere for Chinese learners, and reduce the emotional shielding effect to a certain extent.

3.2.4 Improving students' autonomous learning ability

In the flipped classroom mode, learners complete the preset learning tasks according to their personal plans. When encountering problems, students can consult e-books, online libraries and other materials to solve them. If the problem is not solved, learners can discuss and communicate with teachers and students in time, practice relevant knowledge with teachers and students in class, and review carefully after class. Students are full of curiosity, and their critical thinking ability will be gradually improved.

3.2.5 Changing the role of Teachers

In the teaching relationship, the interaction between teachers and students should adhere to the teaching principle of “student-centered, teacher led”.(Liu Xun, 2000: 306) However, in the flipped classroom mode, students become volunteers and teachers are guides. The flipped classroom model not only returns the classroom to students, but also allows teachers to re-examine their personal teaching plans according to the feedback of the platform learning situation, formulate teaching design activities that meet the needs of students, and better adhere to the teaching principle of “student-centered, teacher led”.

4. APPLICATION OF FLIPPED CLASSROOM MODE IN ONLINE INTERNATIONAL CHINESE EDUCATION

4.1 Application status of flipped classroom mode in online International Chinese Education

4.1.1 Less reliance on network technology

In flipped classroom mode, teachers record and upload videos of knowledge explanation before class, and students can learn independently; In class, teachers and students interact and practice, and teachers answer questions and solve doubts; After class, students review and consolidate in time, and teachers reflect in time. This teaching structure can greatly reduce the negative impact of network problems on Online Chinese teaching.

4.1.2 The phenomenon of insufficient classroom practice has been solved

Due to the interference of many unstable factors in online Chinese teaching, it will lead to the relative reduction of effective practice time in online Chinese as a foreign language classroom. In the flipped classroom mode, the teacher will explain the language knowledge before class, which will increase the effective practice time of classroom live broadcast to a certain extent, so as to facilitate students' targeted practice in class and improve the efficiency of online Chinese teaching.

4.1.3 Teachers' control of teaching time tends to be stable

For most teachers, when “International Chinese Education online, they may feel unfamiliar, and the actual operation is not a simple thing” (He Xiaojing, 2022: 57).In the flipped classroom mode, teachers will re divide the classroom time, which helps to adhere to the teaching principle of “student-centered, teacher led”.

4.1.4 The interaction between teachers, students and students has been strengthened

There is a lack of interaction in online International Chinese Education, but the flipped classroom model can improve this. Before class, students complete the relevant learning tasks according to the teacher's instructions. For the key and difficult points of knowledge, learners timely communicate with teachers and classmates in the relevant group chat; In the classroom broadcast, learners actively complete language practice tasks with their classmates to improve classroom efficiency. After class, students review the knowledge learned in class in time and practice repeatedly.

4.1.5 Student course progress issues improved

Although online International Chinese Education relies on advanced technical means and teaching resources, there are many differences in students' self-control, which cannot guarantee the unified course learning progress. In the flipped classroom mode, teachers can timely supervise and urge students according to the progress of course tasks, and then determine the online Chinese teaching content according to the feedback of students before class, so as to adjust the course progress appropriately.

4.2 Suggestions on the application of flipped classroom model in online International Chinese Education

4.2.1 Improve the online Chinese flipped classroom teaching platform

The development of online International Chinese Education is a challenge, and "the application of flipped classroom mode in online Chinese teaching brings them new opportunities" (Mao Zhilin, 2022: 37). Due to the diversity of the objects of International Chinese Education, "teachers need to make targeted and interesting knowledge explanation videos before class to meet the different learning requirements of Chinese learners." (Pang Xue, 2022: 40)

4.2.2 Enrich the online flipped classroom teaching methods of TCFL

In the flipped classroom mode, teachers can also adopt situational method, game interaction, audio-visual combination, PPT display and other methods to carry out teaching based on the use of computers, computer WordPad and other multimedia equipment.

4.2.3 Enhancing teachers' professional ability

With the implementation of flipped classroom mode in online International Chinese Education, the innovation and reform of teaching methods and teaching ideas will bring opportunities and challenges to some "novice teachers". It can be seen from this that "novice teachers" must carry out appropriate online teaching training before entering the job, master and use the teaching skills of online classroom in the training, and adapt to the transformation of teacher-student relationship identity under the flipped classroom mode.

4.2.4 Strengthening classroom organization and management

4.2.4.1 add corresponding classroom assistants

When online Chinese teaching is carried out in the mode of flipped classroom, the teaching assistant teacher can cooperate with the teaching teacher to solve some emergencies without affecting the teaching progress of the whole classroom and class, providing a good guarantee for the stability of online teaching order.

4.2.4.2 pay more attention to the situation of students

Teachers follow up students' classroom performance, task completion, class attendance, etc. in real time, give students feedback in time, and improve the teaching plan according to students' personal needs.

4.2.4.3 provide more technical support

When implementing the flipped classroom mode in online Chinese teaching, we should combine multimedia and use a variety of electronic teaching equipment to stimulate students' enthusiasm and focus students' attention on the classroom, so as to improve students' initiative and strengthen classroom organization and management.

4.2.5 Strengthen teaching supervision

On the one hand, teachers can pay real-time attention to students' operation terminal through the teacher terminal, and give timely reminders to learners who have not completed. On the other hand, "teachers analyze and evaluate students' learning situation by checking the corresponding statistics, and give targeted guidance" (Liao Huijuan, 2022: 70). For classroom attendance,

teachers can release relevant sign in through the online teaching platform, and for the completion before class, students can be required to upload screenshots to the learning group.

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