

## Study on the Applied Practice of “Flipped Classroom” Teaching Model in Teaching Chinese as a Foreign Language

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**Abstract:** As the constant improvement of China's comprehensive national strength, the developmental speed of Chinese as a foreign language becomes faster and faster. Compared with other language disciplines, Chinese as a foreign language is also a highly practical major, which requires students' language application ability very high. At present, the number of people learning Chinese as a foreign language is increasing and the purpose of the learning is becoming clearer, which puts forward higher requirements for the teachers who teach Chinese as a foreign language. Flipped classroom is a new teaching model, and which is of great significance to improve students' self-learning ability and creative language thinking. In the current teaching context of teaching Chinese as a foreign language, it is necessary to analyze the applied practice of flipped classroom teaching in teaching Chinese as a foreign language.

As the constant improvement of China's comprehensive national strength, the development of the "Belt and Road" strategy, and the cooperation of "G20", these all have promoted the breadth and depth of exchanges between China and other countries. At the same time, the number of people who learns Chinese is increasing all over the world, which promotes the development of Chinese as a foreign language. Compared with other language majors, Chinese as a foreign language is a second language in the eyes of foreign students home and abroad, so it has all the teaching characteristics of a second language. In addition, most of the students of studying Chinese is for practical application, so, the requirement for the students' practical application ability is also very high. Flipping classroom is a new teaching model, which can change the space and time limitation of the traditional teaching in classroom by means of modern technologies. It not only enhances students' consciousness of self-learning, but also provides a good environmental foundation for the students mastering creative language thinking. Therefore, it is of great significance to think about the application of flipping classroom teaching model in teaching Chinese as a foreign language.

### 1. Advantages of flipping classroom teaching model in teaching Chinese as a foreign language

The traditional teaching is teaching students in classroom, it achieves the teaching behavior by the medium of classroom. This kind of teaching model is limited by time and space, such as time and space, and so on. From the point of view of its disadvantages, the traditional classroom teaching model is restrained by time and space, which also restrain the form of teaching. However, flipping classroom can solve the limitation of traditional classroom with its flexible model. The learners do not have to learn Chinese in classroom, so that the learning process becomes more flexible, moreover, the progress of teaching or learning can not be delayed due to certain impotent factors (such as illness of the students, etc.). At the same time, the micro lecture video of the flipping classroom can be learned by students at any time and anywhere, and the video can be played again and again, which is convenient for students to learn and deepen their understanding of the rare and difficult knowledge points. The flipping class also provides instructions on the progress of teaching, so that students can consult teaching materials according to the teaching progress of their own, preview new knowledge points, review the knowledge points they have learned. It can help students to understand Chinese more thoroughly, so that the limitation of space and time in traditional teaching can be changed.

Compared with other languages, Chinese culture has a long history and different words or

sentences have different meanings in different contexts. What's more, many ancient poems and proverbs can not be translated intuitively. Due to differences in language culture and customary context, Chinese learners cannot really master the essence of Chinese. The traditional "all of the same pattern" model of teaching Chinese as a foreign language has restricted the students' understanding of Chinese and their creative language thinking, and has restricted the achievement of teaching Chinese as a foreign language. By flipping the classroom, students can more freely control the focus of learning Chinese, and the progress of learning will not be interfered by external factors, such as teachers, class hours, etc, students can improve their own Chinese ability more individualized. For example, if some students are interested in ancient poetry, they can learn about it repeatedly via teaching videos and materials; if some students cannot understand the metaphors of Chinese, they can use metaphors and other descriptive forms to carry out individualized deliberation, so as to make the learning of Chinese more personalized.

Students' self-learning ability is very important in teaching. It can not only enhance students' initiative in learning, but also cultivate students' enthusiasm for learning. In traditional teaching, students' ability of self-learning is generally poor and teachers' "arbitrariness" and "full of spoon-feed" have restricted the cultivation of students' autonomous learning ability. By flipping classroom, students can effectively cultivate their self-learning ability. From the perspective of the form of the flip classroom, the flipping classroom is supported by modern teaching technologies, such as text, images, animation, and so on; it uses more vivid methods to express abstract language content. This lays the foundation for students' self-learning behavior first; at the same time, the flipping classroom pays attention to students' active learning, team learning, research learning, learners in the flipping classroom environment will be active but passive, and then, the self-learning ability of the students can be improved.

## **2. Current problems in the application of the flipped classroom teaching model in teaching Chinese as a foreign language**

Chinese as a foreign language major faces a group of foreign students. Influenced by culture and educational ideas, foreign students' autonomy in learning is higher than that of Chinese students in some respects, but under certain conditions they are lack of discipline. The problem of poor team consciousness affects the practical application of flipping classroom model in teaching Chinese as a foreign language. For example, the polarization of students' learning styles is too serious. In the group of students with Chinese as a foreign language, the polarization between the students with good discipline and good academic achievements and the opposites becomes more serious. The flipping classroom teaching model emphasizes students' self-learning, but whether the students can really carry out self-learning is a very serious problem. In addition, there is no teacher's guidance and supervision in the flipping classroom. Therefore, it is open to question whether it can play a real role in improving teaching. At the some time, it is one of the problems that the flipping classroom teaching model is applied to the teaching of Chinese as a foreign language.

As a new teaching method that is popular in China's educational circle in recent years, flipping classroom has won the unanimous approval and has been put into practice by many teachers, but most teachers have not really mastered and scientifically applied the flipping classroom model. This is manifested in following aspects:

First, teaching idea of the teachers is relative backward. Chinese teachers who teach Chinese as a foreign language in our country are facing foreign students, representing China's educational image and spirit, so they usually give people an image of elegance, serenity and erudite. In addition, the traditional educational ideas are formed by the environmental impact of one's childhood education can not deal with the flipping classroom as an "extroverted" teaching method. In line with the idea of educating people, the Chinese teachers usually spend a lot of time in the formal classroom to emphasize what the students have learned in the flipping classroom, which is very unfavorable to the practical application of the flipping classroom in teaching.

Second, teachers' ability of technology is relative poor. Teachers' ability of technology here refers to the ability of the teachers making the video courseware and multimedia teaching plan of

flipped classroom. The investigation has found that many teachers of Chinese as a foreign language have only had the simple ability of making PPT courseware, but their ability of making teaching video and multimedia teaching resources is not enough, so they can only download the teaching materials on the Internet. This situation will lead to the lack of pertinence of the actual teaching content of the flipping classroom, which will affect the practice of the flipping classroom model in teaching Chinese as a foreign language.

Flipping classroom is a teaching method that relies on multimedia for knowledge transmission, but teaching is a systematic work, it not only needs modern open, independent and autonomous teaching ideas, but also needs a traditional teaching foundation and solid teaching prerequisite. There are a lot of knowledge points of Chinese need to be memorized so that the students can master them, so, even by the flipping classroom, it is still necessary to explain and recite the basic knowledge by the traditional teaching. However, in the practical application of flipping classroom, some teachers put too much emphasis on the flipping classroom, but neglect the role of the traditional class, which leads to the reverse effect of the application of the flipping classroom model in the teaching of Chinese as a foreign language.

### **3. The countermeasure of improving the application of flipping classroom teaching model in teaching Chinese as a foreign language**

In view of the serious polarization of the foreign students who learn Chinese as a foreign language in the flipping classroom, the author believes that different education methods should be adopted for the students. In the actual teaching, the emphasis of teaching should still be the flipping classroom, but the teachers should treat the students differently according to the different performance of the students. The teachers can use the evaluation method to understand the actual learning situation of students in real time, for example, to evaluate the students regularly according to the actual situations of students, so as to adopt different evaluation methods. For the students with strong initiative, the teachers can take basic evaluation methods such as examinations, while for the students with poor initiative and discipline, the teachers can take flexible educational methods, such as mutual evaluation, video viewing time evaluation, discipline evaluation, etc. By these methods that are full of pertinence and difference, the teachers can promote the student's comprehensive study initiative and the efficiency.

At present, no matter in the aspect of ideas or in the aspect of mastering modern technology, the teachers of Chinese as a foreign language still have some shortcomings in the application of flipping classroom, which has become one of the main restricting factors in the application of flipping classroom in teaching Chinese as a foreign language. Therefore, it is necessary to strengthen and update teachers' teaching ideas of flipping classroom and the mastery of their technology ability.

First of all, the teachers who teach Chinese as a foreign language need to reasonably improve their own teaching ideas, understand the role of flipping classroom in modern teaching, and the importance of improving students' ability, understand the practical significance of flipping classroom, and change the traditional teaching thinking.

Secondly, in terms of technology ability, the teachers need to improve their ability of flipping classroom according to the shortcoming in the present situation, such as making teaching videos, making multimedia courseware, and so on. The teacher can master the making tools and the ways of making teaching materials by means of the school training and the self-study, so as to produce strong pertinent and maneuverable flipping classroom materials.

In order to make students master Chinese and achieve the goal of teaching Chinese as a foreign language, it is not enough to rely on the flipping classroom, and it is also necessary to integrate the flipping class with the traditional classroom scientifically. Learning Chinese requires not only divergent thinking, but also solid basic knowledge foundation. Therefore, different teaching models should be adopted according to the different knowledge points. In the study of Chinese, the recognition and understanding of pinyin, consonant, vowel, and sentence grammar in communication and writing, such as subject, predicate, object, and attribute, adverbial, complement,

all these need the students' to memory deeply, the traditional classroom learning is more suitable for this situation. While writing and reading comprehension focus on the cultivation of the students' divergent and creative knowledge and skills, they can be taught by flipping classroom model. By this kind of integration, it is feasible to meet the different requirements of Chinese teaching, so as to improve the students' Chinese ability comprehensively.

#### **4. Summary**

In a word, as a new teaching model, flipping classroom is applied in teaching Chinese as a foreign language. It is of great significance to improve the teaching results of Chinese as a foreign language or to cultivate the students' self-learning ability by means of flipping classroom. as educators, we need to have a correct understanding of the flipping classroom teaching model, to constantly improve our teaching skills. We should adopt the differential and pertinent teaching methods in accordance with the differences of students and the characteristics of the Chinese language, moreover, we must know the shortcoming of the flip classroom in some aspects, learn from the strong points of the flipping classroom, so as to the carry out the scientific practice and correct application of the flipped classroom teaching model in teaching Chinese as a foreign language.

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