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MODERN TEXTBOOKS: THE SYSTEM OF TASKS TO FLIP THE HIGH SCHOOL CLASSROOM

Contemporary pedagogical literature contains numerous definitions concerning the concept of “a flipped classroom”. Thus, A. November and B. Mull regard a flipped classroom as a model that enables students to prepare themselves for the lesson by watching video-lectures and videos, listening various podcasts and reading texts [1]. Believing that a flipped classroom implies the reverse delivery of educational material, E. Trach explains that students have to interact with new information outside of class first and the classroom activities are aimed at discussing this information and acquiring some practical skills [2]. While definitions vary from one scholar to another, all researchers share one common idea – using a flipped classroom approach teachers are able to provide students with a broad range of educational materials outside of class with the aim to allow an exchange of processed information and, what is more important, a focused and dynamic discussion in the classroom [1; 2].

Being absolutely sure in the correctness of the main criteria for upgrading the content of modern textbooks for high school students determined (the conformity of educational material with the most up-to-date information; accessibility; interesting and comprehensive delivery of information; interconnection of educational materials presented within different school subjects; coherence, consistency and completeness of educational information given in the textbook on different subjects) we backgrounded the following strategies that are to be followed and taken into consideration while upgrading the system of tasks to flip the high school classroom: 1) the strategy of constant and systemic combining fundamental principles of competence-based, action-oriented and blended-learning approaches; 2) the strategy of integrating formal learning with elements of non-formal and informal learning; 3) the strategy of involving high school students into specially focused network subject-oriented communities; 4) the strategy of using didactic potential of open educational resources (within certain school subjects); 5) the strategy of obtaining up-to-date subject-matter knowledge and skills from the leading scientific sources; 6) the strategy of mastering innovative approaches, technologies, methods and techniques of learning certain school subjects; 7) the strategy of providing learning-style based activities for boosting high school students’ soft skills within a certain school subject.

The strategy of constant and systemic combining fundamental principles of competence-based, action-oriented and blended-learning approaches. To equip high school students with necessary knowledge and skills the core principles of several methodological approaches should be applied. Choosing methodological approaches should be closely connected with the outcomes that are to be achieved as a result of studying a certain school subject, the consideration of the fundamental principles of the competence-based, action-oriented and blended-learning approaches enables to

improve their soft skills effectively. Taking into account the fundamental principles of the mentioned approaches (competence-based, action-oriented and blended-learning approaches) can guarantee the effectiveness of high school students' subject-matter knowledge and skills, on the one hand, and soft skill, on the other hand.

The strategy of integrating formal learning with elements of non-formal and informal learning. We do suppose that integration of formal learning with elements of non-formal and informal learning within the process of a certain subject mastering will really have a profound impact on the development of high school students' subject-matter knowledge and skills, on the one hand, and soft skill, on the other one.

The strategy of involving high school students into specially focused network subject-oriented communities. The major reason for inventing this strategy is that while learning some certain subjects high school students have to obtain information concerning up-to-date knowledge and skills from the leading sources that are valuable for the improvement of their subject-matter knowledge and skills.

The strategy of using didactic potential of open educational resources (within the certain school subjects). We are absolutely convinced that applying open educational resources while learning some certain school subjects high school teachers significantly intensify high school students' cognitive activity and develop their subject-matter knowledge and skills, as well as their soft skills.

The strategy of obtaining up-to-date subject-matter knowledge and skills from the leading scientific sources. The realization of this strategy implies that the higher level of the English language proficiency high school students demonstrate the more opportunities they will have for upgrading their subject-matter knowledge and skills from the leading scientific sources.

The strategy of mastering innovative approaches, technologies, methods and techniques of learning certain school subjects. The idea backgrounding the creation of this strategy is closely connected with the previously declared one. It implies the higher the level English language proficiency high school students demonstrate the more opportunities they will have to master innovative approaches, technologies, methods and techniques of learning a certain school subject.

The strategy of providing learning-style based activities for boosting high school students' soft skills within a certain subject. The final strategy was developed as being aimed at using learning-style based activities in the process of learning a certain high school subject. The realization of this strategy is targeted at identifying high school students' learning styles, on the one hand, and applying various learning-style based activities, on the other.

Modern textbooks can contain various tasks aimed at verifying high school students' understanding of the educational material and finding out issues where the training needs improvement: tasks with multiple-choice questions, brainstorming games and activities, activities with mind mapping, problem-solving tasks, role plays, project-based activities, tasks for discussion, debate tasks etc. Thus, for instance, activities with mind maps help students to gather all the information on the topic they are studying. It means that if some high school students do not have the opportunity to review all the educational material and to assimilate all the necessary knowledge and skills outside of class, they nevertheless will be able to do it in the classroom communicating with their peers and teachers and to absorb most of their education in the classroom. The introduction of problem-solving activities in the classroom

enables high school students to cope with standard and non-standard tasks of different complexity and share different points of view on the same problem. Tasks for discussion teach students to ask and answer different questions. Answering questions or confirming or denying statements on the information they learn at home they have to come to a consensus on what they think the correct answer is. The debate tasks which contain various controversial statements enable students to come to a clear understanding of the educational material they study and, what is also very important, to teach them to defend their arguments and to deal with criticism respectfully.

So we do believe that modern textbooks are to be equipped with the system of tasks to flip the high school classroom.

Key words: flipped classroom, the system of tasks for modern textbooks, high school education, high school students.

References:

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