

An analysis of the application of flipped classroom in the teaching of international law

Wenyi Li*

School of Laws, Southwest Petroleum University, Chengdu, Sichuan, 610500, China

**Corresponding author*

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Abstract: The flipped classroom works best only in the appropriate curriculum, and the international law course can fully realize its strengths. Applying this model to the teaching of international law can not only arrange the teaching time reasonably, but also show the subjective status of students and enable students to get more exercise. However, the construction of online and offline teaching systems for flipped classroom is not easy, and more requirements need to be put forward for educators.

1. Introduction

The United States was the original inspiration for the flipped classroom, in order to prevent students from falling behind due to illness and recuperation, teachers produced videos and courseware, students studied at home through the Internet, and returned to school face-to-face with teachers for more in-depth and continuous communication and discussion on self-learning content. Since then, this method has spread rapidly around the world and has become a model for new teaching models.

2. The Peculiarities of International Law Courses

2.1. The Content is Extensive and the System is Huge

Domestic law teaching courses such as procedural law, criminal law and civil law have a main thread running through them, and it is easier for students to understand. However, international law is completely different due to its complex learning content, huge theoretical framework and many international treaties, which has significantly increased the difficulty and burden of students' learning. For example, traditional international law includes multiple sectoral laws, including international treaty law, foreign relations law, etc., and the leapfrog nature of different sectoral laws is huge, and its overall coherence is not as clear as domestic law, and the amount of information and knowledge that needs to be transmitted to students is unmatched by any other law course^[1].

2.2. Keep Abreast of International Current Affairs and Politics

International politics and international law are closely related, and the issues of state-centered development and peace are the basis of common concern, and the interaction between the two

disciplines has become more frequent^[2]. The teaching of international law is closely related to international current affairs, and every international incident must be resolved and analyzed using international law.

2.3. High Requirements for Theoretical Foundation and Knowledge Background

The international law course contains a wealth of technical rules that require a strong enough knowledge background to be deeply mastered and understood. If the early accumulation is not enough, it is easy to encounter difficulties in learning, and these characteristics are not available in domestic law teaching.

3. The Advantages of Flipped Classrooms in the Teaching of International Law

3.1. Swap the Main Position of Teachers and Students

In conventional teaching, the roles of students and teachers are in a state of putting the cart before the horse, which cannot reflect the subjective status of students, and it is difficult to stimulate students' autonomy. The teaching mode and process of flipped classrooms are significantly different from the past, requiring students to learn by themselves before class, and teachers keep abreast of students' information feedback, learning needs and status online, and adjust teaching priorities and content offline^[3]. In addition, this model can assign case studies for students through online platforms, set questions, and assign group tasks, which is a true embodiment of ensuring the teacher's leading position and the student's main position.

3.2. Optimal Arrangement of Teaching and Learning Time

The curriculum of international law is relatively complex, the content is abstract, and the regular teaching time is limited, which is not only detrimental to students' thorough mastery of teaching knowledge, but also unfavorable to the theory of practical connection, and at the same time, it is difficult to effectively reflect the integrity and vividness of the classroom, and the time and space for students to think independently and express their personal opinions are insufficient^[4]. The flipped classroom cannot be limited by learning time and space, whether it is after-class review or pre-class self-study. The class time occupied is very limited, students can make full use of the resources provided by teachers according to their specific needs and situations, learn with questions in the classroom, and perform with answers, which can play a positive and good role in exercising their expression ability and independent thinking ability.

3.3. Achieve the Goal of Cultivating Personalized Talents

The basic goal of domestic colleges and universities in cultivating students is mostly to create application-oriented and innovative talents, and the highest level of education is the cultivation of personalized talents, and teachers must pay attention to students' independent choice and personalized development on the basis of teaching them according to their aptitude. Because everyone's learning ability and personality characteristics are different, and the evaluation standards and teaching system of conventional teaching mode are too single, it is difficult to meet the real demands and desires of students. Flipped classrooms can broaden the vision of the traditional one-size-fits-all teaching mode, provide students with a larger and broader teaching platform, teachers can teach according to different levels of students' needs and different types of needs, and make reasonable and effective use of various related resources, which can not only ensure the realization of teaching tasks, but also achieve

the goal of cultivating personalized talents^[5].

4. The Construction of a Flipped Classroom in International Law

The construction of flipped classrooms needs to pay attention to two parts, namely the construction of offline teaching and the construction of online teaching, and the two must be reasonably connected to make them closely coordinated, and form an "online-offline-online" teaching process, in order to truly give full play to the advantages of teaching.

4.1. Online Class Settings

In addition to achieving the pre-study effect, online classes should also meet the needs and goals of students' continuous learning. Therefore, teachers should ensure their scientificity, adequacy and richness in the process of material collection, section setting and resource provision. This article mainly lists some key points.

Production of micro-course videos: Micro-course can simulate the teaching environment of real classrooms for students, which is its biggest feature, but it does not mean that teachers only do a good job of presetting teaching scenes when recording, and use them to explain and demonstrate. Under normal circumstances, the duration of micro-course is short, and it is mostly controlled within 10 minutes, so it is necessary to ensure that the content is small and precise, and at the same time problem-oriented, focusing on introducing the difficulties, key points and main content of teaching to students, so that when watching videos, they can arrange questions in advance and ask new questions to think^[6]. In addition, when recording videos, the teacher's grooming, teaching posture, etc. also need to pay a certain amount of attention, how to maximize the attention of students, and at the same time explain their knowledge clearly and thoroughly, and fully stimulate their subsequent learning enthusiasm and interest. Therefore, it is important that teachers record videos from the student's perspective and in a language style that they can accept and love.

Case Resource Library Compilation: The biggest feature of law courses is the use of typical cases to explain the difficulties and key points in teaching, and the same is true of international law courses, which is mainly due to the close connection between the course and international current affairs and politics, and many rules are influenced by relevant case factors^[7]. Case analysis can not only motivate students, but also play a role in applying what they have learned. Therefore, when selecting cases, it is not recommended to overly pursue quantity, but to ensure that the cases are interesting, timely, and typical, so as to keep pace with the times while ensuring that the content of the cases is classic. Of course, building a case library is not something that can be done quickly overnight, but a constant update of the content and the maintenance of information.

Provide video materials and multimedia courseware: The micro-course video is only for the purpose and function of guidance, so it is not so comprehensive in content, but to do a good job of explaining the difficult problems, fully understanding the course content before the class, it is necessary to make reasonable use of multimedia courseware. Courseware is not limited by space and time, and the image is intuitive, through sound, text, video, pictures, etc., not only can cover all knowledge points, but also highlight key points [8]. In addition, imaging related materials can also be used as learning resources, which can help improve students' knowledge reserve and theoretical learning.

The creation of the judicial examination question bank: This content is mainly aimed at students preparing for the judicial examination, through explanation, summary of real questions, summary and summary of important knowledge points, can play a 1+1>2 effect, not only can make the teaching content richer, but also meet the needs of students^[9].

4.2. Offline Class Arrangement

No matter what era we are in, or how the country's science and technology are developing rapidly, we cannot ignore the positive role and significance of face-to-face teaching when teaching students. The creation of flipped classrooms is not to replace offline teaching, but to improve the quality of offline teaching, so that students can expand their knowledge, have a deep understanding and cognition of knowledge points, and ensure the sustainability of learning. There is no globally applicable teaching method in the world, so the use of offline teaching must be carried out after evaluating comprehensive factors, including the evaluation of students' situation, the evaluation of teaching content, and the evaluation of actual needs, so as to obtain the expected and ideal teaching effect ^[10].

5. Conclusions

All in all, flipped classroom needs to fully and skillfully integrate learning theory and information technology, and reflect their application value through a suitable environment, giving full play to teaching advantages, so that the teaching concept can be vividly reflected, promote the continuous improvement of students' learning level, and cultivate more high-quality talents for the country.

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