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**THE USE OF THE FLIPPED CLASSROOM STRATEGY TO IMPROVE THE  
LEVEL OF ACHIEVEMENT AND MAINTAIN THE IMPACT OF  
LEARNING IN THE WESTERN MUSIC GRAMMAR COURSE FOR  
STUDENTS OF THE FACULTY OF SPECIFIC EDUCATION IN QENA**

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***Abstract***

*The process of developing curricula, adopting the latest trends in teaching them, and using technological advances in their implementation has made educators in the twenty-first century take care of how students can achieve better learning more than they care about how the teacher can provide a better lesson, and a change in teaching methods that are centered about the teacher, such as presentation and discussion, which the teacher usually leads to activities that center around the student himself (Atef Al Saifi, 2009, p. 7) and from the premise that all individuals are able to learn, provided that the different teaching methods are available, appropriate to their abilities, aptitudes and appropriate times for learning. Convinced of the importance of diversifying methods, methods and means of communication, educational software appeared. With the development of educational computer applications, one of the milestones of the era was the use of computers, information technology, communication, and software technology, in the teaching and learning process.*

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***Keywords***

*The Flipped Classroom, Strategy, Maintain, Learning, Western Music, Grammar.*

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**Introduction:**

The flipped learning is one of the modern technical solutions to treat the weakness of traditional learning and to develop students' level of thinking skills. Flipped learning is a teaching strategy that includes the use of technology to take advantage of learning in the educational process, so that the teacher can spend more time interacting, talking and discussing with students in the classroom instead of giving lectures, as students watch short video presentations of the lectures at home and the most time to discuss content remains in the classroom. Class is supervised by the teacher.

This method is adopted by some creative teachers and innovative schools in employing reinforcement assignments and exercises, and redefining them is called (the flipped classroom). An idea invented by Jonathan Bergmann and Aaron Sams in 2009 and means changing the way some teachers give information and organize classroom activities. The basic idea is for students to be able to listen to the lecture part of the lesson in the form of a podcast or video file at home or on the bus, and to participate in the application of what they learn under the guidance of the teacher during the class time, and in this way the teacher's role changes from (content provider) ) To (Teaching Coach) so that the teacher can spend most of his time talking to students,

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working with them, answering their questions, working with small groups, and directing the learning process for each student separately (Howard Butler and others, 2014, p. 20), which is what he seeks. The current research in trying to utilize lecture time optimally in interaction with students and sufficient training to absorb the course lessons to improve their level of achievement and maintain the learning effect by applying the flipped or inverted class strategy in teaching the Western music grammar course to students of the second band in the Department of Music Education, Faculty of Specific Education, Qena.

**Research problem:**

Believing that the student is the focus of the educational process and what most studies are based on, finding appropriate ways and means to create the appropriate climate and environment for learning and employ modern technologies to serve the student and the teacher together. In the recent period, many studies have indicated the effectiveness of the flipped classroom strategy (also called flipped classroom learning or flipped classroom) in improving students' achievement level due to their special consideration of individual differences and their comprehension capacity as a study (Gauhan, 2014), (Hanan Al-Zein, 2010), (Amal Abu Al-Wafa, 2016), (Karima Taha, 2015), (Anas Al-Samadi, 2012), (Samah Muhammad, 2012), (Salwa Hassan, 2012), (Atef Muhammad, 2012), which led the researcher to try to take advantage of this strategy and apply it to students to improve the level of comprehension of the Western music grammar course as it includes some lessons that need focus and frequent application for knowledge of the content, which requires the use of more than one method to help students of all levels. The flipped classroom strategy allows students to listen and watch to explain the lessons in accordance with the appropriate time for each of them, with the possibility of re-explaining more than once until the lesson is fully understood. The recommendations came from researchers and those interested in modern teaching methods to conduct application studies, the flipped classroom strategy, for students to improve their achievement level at all levels. This encouraged the researcher to apply this strategy in teaching the Western Music Grammar course in order to improve students' level of comprehension of the course and maintain the impact of their learning.

**Commentary on previous studies:**

The previous studies on the flipped learning strategy dealt with the concept of flipped learning in its various names (flipped learning, flipped classroom, flipped classroom) and focused on studying its effect on students' academic achievement, which is consistent with the objective of the current research with different specializations. The current research has focused on

studying the effect of using the flipped classroom strategy on Student achievement of the course Western music rules, which was not applied in previous studies, and the current research agreed with the study (2013, Catherine) in identifying the benefit of using flipped classrooms and their ability to improve teaching and learning outcomes in musical courses, and differed from them in that the current research is concerned with By applying the experience to the Western Music Grammar course only, as it differed from it in the methodology followed.

Some studies, such as the study of Amal Abu Al-Wafa (2014) and Karima Taha (2014), have also been concerned with measuring the survival of the learning effect for students to identify the effectiveness of the flipped classroom strategy in students' retention of the concepts studied, and this is consistent with the current research.

The studies of the Western Music Grammar course also agreed with the current research in the aim of improving students 'achievement in the course, and they differed with it in the method used, as the current research used the flipped classroom strategy to achieve the goal.

**Benefiting from previous studies:**

The researcher benefited from previous studies in identifying the appropriate tools for research, in the theoretical framework, and procedures for applying the research, determining the appropriate statistical methods to analyze the current research data, and making use of the recommendations and proposals mentioned therein.

**Theoretical framework: flipped learning:**

The issue of teaching and learning with software has received great attention by researchers, to develop new types of software, and to evaluate the effectiveness of these patterns in improving teaching and learning. In view of the important role of computers and software technology, it is necessary to review the use of teaching and learning patterns with software, and study the effect of this in raising the level of achievement, modifying attitudes, developing thinking, and accelerating learning itself. From what is mentioned, the results of studies have shown the effectiveness of the use of computers, software, and high-tech media in increasing student achievement in general in the study subjects in which the use of computers and software has been experimented with in teaching. There are various definitions of flipped classrooms, the most common of which is: Recording classroom activities to impart knowledge: Students watch the video before Classroom: Using class time to solve complex concepts and answer questions, students are encouraged to actively learn.

In flipped classrooms, the teacher's role should be to guide students to thinking and discussion in order to achieve self-learning and improve reading on problem solving. The concept of flipped learning is one of the best practices that try to adapt modern technologies to develop

teaching methods. In the traditional context, the teacher explains the lesson while leaving it to the students. Deepening important concepts at home, through home assignments, which does not take into account the individual differences between students, but in the flipped learning model, the teacher prepares a visual file that explains new concepts using audio and visual techniques, simulation programs and interactive evaluation to be accessible to students before the lesson, and available to them. Throughout the time, students in general, and average performers in need of more time in particular, are able to review the interactive contents several times, in order for them to understand the new concepts and this is confirmed by the study of the concept of flipped classrooms. It was suggested by Bergmann and Sams. They recorded lectures and posted videos online to enable students to view and review teaching contents in a more effective manner. In this way, students can form basic knowledge before class, and thus discussions or more practices can be conducted within the classroom to involve students in the learning process. The flipped classroom mechanism (flipped) is based on the opposite of the role of the home and the role of the school to take each other's role in traditional teaching, in the traditional method. The scientific material is explained to the students by the teacher, and then they give questions and problems to solve and practice them at home. As for the inverted rows, it is the opposite. Students depend on watching educational films at home at the speed and time appropriate for them, as the explanation of a particular point can be re-watched more than once, and during watching the film clips, the student takes notes or questions while watching the video, and the student is not expected to master all concepts and ideas by simply watching the video. He has to understand at least the basic concepts in the subject. Thus, the concept of the flipped classroom guarantees to a large extent the optimal use of the teacher's time during the class, as the teacher evaluates the level of students at the beginning of the lesson and then designs activities within the class by focusing on clarifying concepts and establishing knowledge and skills. And then he supervises their activities and provides appropriate support to those who defaulted from them, and thus the levels of understanding and educational attainment are very high, because the teacher takes care of the individual differences between the learners.

#### **Advantages of flipped learning.:**

Several studies have mentioned the advantages of flipped learning and summarized them as follows:

- 1- Allow more time with the teacher in the classroom to seek help and solve problems.
- 2- Achieving an effective and active learning environment.

- 3- Create an environment for cooperative learning in the classroom.
- 4- The possibility of repeating the lesson several times until the new concepts are understood.
- 5- Taking into account the individual differences between students in the speed of their response to learning.
- 6- Ensures good use of class time.
- 7- employ modern technologies to attract students to the learning process.
- 8- It enhances students' self-confidence.
- 9- Students make it possible to choose the appropriate time and place to learn.

**Results:**

- The results showed the effectiveness of the Inverted Summer strategy in improving student achievement in the Western Music Grammar course, as the experimental group achieved higher results in the achievement test than the control group and this is spent with the study of Malawy Hassan (2012) and Atef Muhammad (2012), (2014). Gaughan, Catherine (2013), Amal Abu Al-Wafa (2014), Karima Taha (2014), Hanan Al-Zein (2010), Samah Muhammad (2012), Al-Tayeb Haroun (2012), Anas Muhammad (2012). This is due to the advantages of using the strategy The flipped classroom, which consists in taking into account the individual differences of students of different levels, by making the scientific material available in the form of videos that can be referred to at the time and place appropriate to the circumstances of each student and the possibility of repeating the explanation more than once so that all the points included in the lesson are understood and emphasized at the time of the lecture by interacting with The teacher and students, which makes the best use of lecture time in clarifying difficult concepts and solving exercises to stabilize the information contained in the lesson.
- The results demonstrated the effectiveness of using the strategy in maintaining the impact of learning among students by remembering students to explain lessons and the effectiveness of videos in establishing information. This is consistent with the studies of Amal Abu Al-Wafa (2014), Karima Taha (2011), and Salwa Hassan (2012).
- The results of the student opinion poll, after applying the experiment, showed that the percentage of students 'satisfaction with the use of the strategy in teaching was high, due to its consideration of their special circumstances, the level of each student, and the individual differences between them.

**Research recommendations:**

- 1- Holding workshops for training on the flipped classroom strategy and modern teaching strategies that are concerned with the activities of the learner and his interaction in the classroom.
- 2- Conducting similar studies on the flipped row strategy in other disciplines.
- 3- Employing modern technologies available with students to serve the educational process.
- 4- Benefiting from the experiences and results of previous studies and applying the appropriate ones to improve the learning environment for the student and the teacher.

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