

FLIPPED LEARNING APPROACH IN ENGLISH LANGUAGE CLASSES

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Annotation: *Teskari o'rganish 2012-yilda AQSH o'rta maktabida mahalliy sinov strategiyasi sifatida boshlangan va 10 yildan kamroq vaqt icida amaliyotchilar va tadqiqotchilar orasida mashhur bo'lib ketdi va hozirda dunyo bo'yicha ta'limning barcha darajalarida keng tan olingan va joriy etilgan. Ushbu malaka Ishida hozirgi teskari o'rganish adabiyotidan ma'lum bo'lgan narsalar, ushu adabiyotdan qanday amaliy natijalar borligi, teskari o'rganish tadqiqotlari va amaliyotlari o'rtasida qanday bo'shliqlar mavjudligi va bu bo'shliqlarni qanday hal qilish kerakligi muhokama qilinadi. Teskari o'rganish – bu sinfdagi davr sifatini oshirish uchun shakllantirilgan faol o'quvchiga yo'naltirilgan yondashuvdir. Dunyoda jadallik bilan keng tarqalib borayotgan teskari sinfda o'qitish mamlakatimizda yaxshi tan olinmagan shuning uchun ham o'rganishdan maqsad uning ta'lim sohasidagi salohiyatiga e'tiborni jalb qilish va uni pedagog tadqiqotchilar tomonidan ko'proq e'tirof etishni ta'minlashdan iborat. Ushbu malakaviy ishda teskari sinfda yondashuv nima ekanligi, teskari sinf texnologiyasi modellari, uning afzalliklari va cheklovlari tushuntiriladi.*

Flipped learning (FL) began as a local trial strategy in a US high school in 2012 and in less than 10 years has exploded in popularity, among both educational practitioners and researchers, and has now been extensively recognized and implemented at all levels of education across the world. This qualification paper will discuss what is known from current FL literature, what the practical implications are from this literature, what gaps exist within FL research and between FL research and practices, and how those gaps should be addressed. Flipped learning is an active, student-centered approach that was formed to increase the quality of period within class. Flipped classroom learning which wide-spreads rapidly in the world, is not well recognized in our country. That is why the aim of study is to attract attention to its potential in education field and provide to make it recognize more by educators and researchers. This work begins with the definition and continues discussing history and supporting theories of flipped learning and its effectiveness, affecting factors, challenges, and possible solutions from current literature. In addition, as a modified version of traditional flipped learning, a fully online flipped learning model are introduced. In this qualification work what flipped classroom approach is, flipped classroom technology models, its advantages and limitations are explained.

Kalit so'zlar: *teskari sinf, jihozlar, ma'lumotlar, yechim, texnologiya, faol talaba, masofaviy ta'lim, ojiz o'rganuvchi.*

Key words: *flipped learning, tools, information, solution, technology, active student, online education, blended learning.*

The origins and history of Flipped Learning are a remarkably uncomplicated story. Two US high school teachers – Jonathan Bergmann and Aaron Sams (FlippedClass.com: Online) – were irritated by the necessity to repeat lessons for students who had been absent. They came across some screen capturing software, so they started recording their lessons. They made their lessons available online for their learners to watch in their own time. What Bergmann and Sams soon discovered was that their learners were able to access their recorded lessons at a time which suited them, be it at home on their laptops or during free periods at school on their handheld devices, such as smartphones and tablets. The flipped teaching method has been used throughout history, although no specific name was given to it. Professors assigned readings, especially in the literature-based courses, as homework and discussed the topic during class. In the late 1990s, several educators were independently attempting to find student-centered active learning teaching methods. Dr. Erik Mazur, known for peer instruction, is one of the earliest educators to have adapted flipped teaching. Lage et al. identified a gap between the various learning styles of students, such as group work, project-based learning, experiential learning, and the traditional lecture method that the educators used. However, there were limitations in incorporating alternate instructional approaches to meet the different learning styles among students while balancing the course content because it required increased class time to meet all the learning preferences of students. Dr. J. W. Baker designed a teaching approach assigning lecture content as homework and class time to master the information. Advances in educational technology that were taking place at the time, such as access to multimedia and the ease of multimedia development by the faculty, allowed the birth of a new teaching method. Lage et al. and Baker coined the term “Inverted Classroom,” and Baker called it “Classroom Flip.” In this newly found teaching method, lectures were shifted from the classroom and, during the in-class session, the students applied their knowledge in activities to strengthen their understanding of the topics.

Integration of educational technology, although not solely dependent on, complemented this teaching strategy. The introduction of computers in the 1980s, the development of the internet in the 1990s, and the growth of multimedia technology soon after were some of the key players that offered an excellent promise for engaging students in learning and promoting pedagogical changes. One specific tool that played a critical part in the late 1990s was the learning management system such as Blackboard and WebCT.

Flipped classroom approach is a trend in foreign countries for a long time. The objective of the approach is to overcome teaching and learning challenges contributed by time and place. According to Du, flipped classroom is also known as inverted classroom, it “flipped” the traditional teacher-centred teaching mode. In flipped classroom, the learners are being provided with resources from their teachers so that they could perform the process of knowledge transfer before the class. According to Carhill-Poza, flipped learning allows language teachers to focus on interaction and socialization in the classroom while providing

more learning opportunities outside the classroom. They may search for more information on the internet, or they may watch videos or listen to the audio prepared by the teachers. Then, when in the classroom, they can have a complete discussion on the topics as the teachers do not have to give lectures about the topic anymore. The learners have gone through the materials beforehand. This is meaningful as it allows teachers to utilise class time for the learners to have discussion with their peers, time can be managed and allowed learners to have more collaborative activities. In class, they will have questioning and answering (Q&A) session, group discussion, projects, problem-based learning, interactive exchanges, and other activities which are learners-centred. The questions and doubts of learners will be answered by teachers and serve as a guidance for the independent learning. Teachers play the role as facilitator and provides help when needed. The learners have control over their learning progress while having maximum freedom of learning based on their competency, speed, and their cognitive level.

Flipped learning is a type of blended learning

Flipped learning is a methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class.

There are four pillars of Flipped Learning: F—Flexible Environments L—Learning Culture I—Intentional Content P—Professional Educators. These four pillars are the foundation of an effective flipped classroom, as well as successfully employing blended instruction in your class.

As a CTE health science teacher, you've heard the phrase "flipped learning" from administrators and fellow teachers. At its core, flipping the classroom is a type of blended learning in which students do typical class work at home. A flipped classroom is also a great differentiated instruction strategy when you want to meet the needs of your diverse students. It also allows you to have more in-class time dedicated to working on hands-on health care skills. You may have already heard why flipped learning is so important, but actually doing it can seem like more trouble than it's worth. This is especially since you have so many other things to do and so little outside support for trying something new. So how can you get started? You need some strategy ideas!

These are the five best flipped classroom strategies to help you spend less class time lecturing and more time doing hands-on activities and skills practice.

- Assign Readings with Questions to Answer

One of the easiest ways to flip your classroom is to ask students to complete readings at home instead of during class. This may seem like just giving students homework, but you can tweak it slightly to flip your students' learning! Ask students to answer some questions about the readings to then review in class. You could give all students the same questions or vary your questions to spark discussion on different parts of the reading. This way, your class time can be more focused on discussions and activities about the topic. Rather than spending the first part of your class time on reading, you can get right to the discussions and more in-depth information!

- Create Lecture Videos

Many teachers associate flipped learning with using technology. One way to incorporate technology is to ask students to view videos on the topic you want to cover. One way to do this is to record your lecture and upload it to a class website for students to watch at home. This way, students will receive all of the important information you want them to know, but it frees up in-class time for discussions, answering questions, and doing hands-on skills work. To save some time, consider recording your live lectures during class, rather than doing so outside of class time. Then, you'll have recordings that you can use in future courses to make flipped learning even more effective. Creating your own videos is a lot of work up front, but in the long run you will find it's worth the time and effort! The biggest bonus to this is that absent students can easily watch the videos to stay caught up. Talk about two birds with one stone!

□ Provide Demonstration Videos

If you'd prefer to keep your lectures in the classroom, you could use videos in a different way. Some health science teachers use YouTube videos (or other online sources) to demonstrate health care topics — especially procedures. Kozy Hubbard from Bartow High School, Florida frequently uses this strategy for flipped learning. Specifically, Kozy uses it when her class is learning about bone fractures. She instructs students to view specific videos before class to see real-life injuries and relate them to what they are learning in class. You could also assign videos that deal with EMT procedures, phlebotomy, resuscitation, and other medical procedures. There are many great health care topics that lend themselves to video demonstrations -- you just need to find the right videos for them!

- Create an Online Class Discussion Group

Another way to flip the classroom is to host digital discussions. Teachers like this strategy because online discussions encourage students to “speak their minds,” including those who don't usually speak up in class.

There are many variations to using online discussion, such as:

- Setting up ‘starter questions’ to spark discussions
- Asking students to include links to relevant articles they found
- Having students initiate discussions with their own questions

You can mix and match these discussion styles to provide some variation for your students. Some schools have dedicated class websites that you can use to create a discussion group. Check with your colleagues to see if you're set up to go!

To relate these discussions back to your in-class time, pick a few interesting remarks that students brought up online. Use them to expand discussion in-class and link to what you'll teach that day. This is a great way to praise student participation and reinforce that their thoughts are an important piece to the learning process.

□ Use Digital Curriculum

One of the fastest and easiest ways to flip a classroom is through digital curriculum. It allows your students to access the bulk of base knowledge from a computer, making it easy for you to flip the classroom whenever you like. Using a digital curriculum for flipped learning is similar to asking students to do traditional classwork at home. In this case, you instruct students to go through eLearning lessons within the curriculum system as homework.

That teaches them the material for the next class session. After completing the lessons, students take the integrated quiz as a formative assessment. A digital curriculum system will even record and show you the grades (and other student data) from a convenient dashboard. Student grades let you tailor in-class instruction to where your students are in your syllabus. If most students have trouble with a certain concept, you know to talk about that concept more in class. If most students have zoomed through a unit, you know that you don't have to spend much time on it in class. Using a digital curriculum is one of the easiest and least time-consuming ways for you to flip your health science classroom. Videos, lessons, and assessments are already there waiting to be used.

Advantages and disadvantages of Flipped learning

In recent years, non-traditional approaches to teaching have become more and more — well, traditional. In a thousand different ways, educators are shaking up the standard pedagogical approach to lecturing that dates back to ancient Greece, rewriting the rules with a mix of strategy, technology, and creativity to connect with students in ways unimaginable even just a decade ago. Conspicuous in many of these new instructional methodologies is the presence of technology — indeed, today's teachers are experimenting with digital initiatives across almost every aspect of the classroom, with dozens of variations for almost any given new approach. In practice, these “blended learning” programs still vary quite a bit from school to school. A look at the bigger picture, however, reveals some clear trends developing — and right now, there may be none with more promise than the flipped classroom. Conceptually, the flipped classroom inverts the traditional learning experience. Lectures are shared outside of class time for individual review as homework, and classroom time is reserved for students to complete assignments and activities. The principal goals of flipping are:

- to make the classroom an active learning environment
- to enable students to learn at their own pace
- to give the instructor more time to teach each student individually, rather than the class as a whole.

Disadvantages of flipped learning

a) Requires greater levels of self-discipline

The learner-focused nature of flipped learning can be a downside for employees who struggle with self-discipline. The employee must be motivated to engage with the learning content and put in the time he or she needs to learn. It is not enough to show up to a lecture and passively absorb what a lecturer shares. More employees might struggle with this than you think!

b) Reliance on technology

With flipped learning, employees get most of their information from learning content, which is often stored online, rather than an instructor. There are a lot of benefits to hosting the materials online, which you can read more about in our ‘Advantages and disadvantages of online learning’ article. Yet, some people might struggle to use technology. Other times, employees do not have the appropriate setup for online learning. If they do not have

convenient access to electronic devices, working speakers, or a reliable internet connection, it will be difficult for them to participate.

c) Resistance to change

Although flipped learning ultimately saves both the instructor and employees time, setting up your first flipped course will require more time and energy than continuing with the status quo. Instructors have to introduce the employees to an entirely new concept. And the employees will need time to adjust and embrace the move from a passive learning style to an active learning style.

CONCLUSION

All in all, flipping your classroom should give you the opportunities to do more meaningful and creative activities inside the classroom, where you can give learners the opportunity to practice and develop their linguistic abilities, while leaving the more nitty-gritty part of language learning to be done at home, making use of modern day technology and encouraging autonomous learning. The review about the implementation of flipped classroom chosen showed positive feedback from the teachers' and students' perception. The teachers and learners perceived that the approach helped in the teaching and learning process as it provided more discussion opportunities and better time management. Flipped classroom is a modern teaching and learning approach which is not fully implemented yet in the world. Despite the limitations in the implementation of flipped classroom, flipped classroom is still widely applied. To implement the flipped classroom approach, challenges should be overcome. Teachers and learners should be technology or ICT literate. Educators and learners need to upgrade themselves to be able to apply the flipped classroom in their teaching and learning process. Flipped classroom approach could build autonomous learning ability and it could help the learners and teachers. Based on the review, flipped learning is an effective approach and shall be implemented by most of the learning institutions. Hence, this systematic literature review is expected to provide guidance for future researchers who wish to conduct studies about the flipped classroom in English language teaching and learning. Besides, teachers or instructors who wish to change their teaching method from a traditional classroom to a flipped classroom should be able to gather information from this systematic literature review on the benefits of flipped classroom before starting the intended method.

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