

## THE EFFECTIVENESS OF FLIPPED CLASSROOM IN ENGLISH LANGUAGE TEACHING IN UZBEKISTAN

**Manazarova Mohinur**

4th grade student of the third faculty of English, Uzbekistan state world languages university

**Annotation:** The author of this article discusses the significance of “flipped classroom” and how any teacher can make use of it effectively. Additionally, it presents how “flipped classroom” makes difference from “traditional classroom”.

**Keywords:** Learning model, classroom, standard curriculum, competency, autonomy.

The «flipped classroom» is a learning model in which the teacher provides students with material for self-study at home, and in the classroom, the practical work is done to consolidate the studied material. A flipped classroom is type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to complete by the students independently at home. A flipped class is not a ready-made step-by-step system that can be applied to any school or class. Here we need to look at the teacher’s desire to introduce new teaching techniques and the students’ feedback. So, you should start with the simplest tools and see how they affect the process. If the progress improves and students react positively to the changes, leave the selected method and add something else to it. If the technique is not accepted, replace it with a new one.

Flipped classroom. What does it exactly mean? It’s a 180degrees shift in “traditional” education. But what does that say? With the flipped classroom, students have direct access to the knowledge and the teacher serves as a coach and mentor. With the flipped classroom model, students have to prepare their contact moments. During contact moments teachers are able to zoom in on the application and deeper processing of the learning mater. A **traditional classroom** is where a teacher moderates and regulates the flow of information and knowledge. Students are expected to continue developing their knowledge of a subject outside of school through homework exercises. Here, students’ main resource is their instructor who only teaches them face-to-face. A **traditional classroom** involves a standard curriculum delivered by a teacher in-person. Standardized tests are administered at regular intervals to test students’ comprehension. This model is where students’ time, place and pace of learning remain constant. In the traditional model the teacher stands between the students and the knowledge. Students have no (or little) knowledge about the subject when they come to class. In class, they get taught all the knowledge, and it’s often the basic knowledge about a subject. Students have to do the more comprehensive knowledge at home, it’s called homework. The process of thoughts is mostly viewed after doing a test. Over the last decades, significant innovations and advancements of information technology have emerged, and technology has become a valuable part of the education process. The advent of low-price data storage networks, the effectiveness of advanced computers, and new devices such as smartphones have created new digital experiences for students, leading the new generation to change their daily lives and learning habits. Students in the new millennium are more reliant on information technology and less tolerant of common educational patterns. In other words, students have other needs and expectations of educational systems. Traditional education methods no longer meet the students' needs. In that regard, the instructors should provide more opportunities. for students to

participate. This thought requires a change in the traditional teachers' approach to active-learning of students, which actively involves the students in learning.

The flipped classroom is an alternative educational approach that emphasizes the student-centered teaching method, keeping the traditional classroom environment as a reserve. It also widely captured interests and is accepted in high education levels. Flipped classroom, as a student-centered learning method, includes several theories and methods of constructivism and active learning with education peers' help. The flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space. The resulting group space is transformed into a dynamic, interactive learning environment where the educator guides the students as they apply concepts and engage creatively in the subject matter. Besides, the flipped classroom is a learning environment that provides students with a variety of tools to prepare the basic knowledge as part of their homework and for classroom meetings. Teachers then employ the class time more effectively to present activities and encourage the students to practice lessons using the training content, which is an essential issue before holding classes. Self-determination theory presents three facets: competency, autonomy, and relatedness, all of which being students' requirements. Competency relates to the students' needs to feel capable and mastery in the learning process. Autonomy is associated with the need to participate in the tasks related to the person independently. Relatedness is associated with the need to engage in tasks that allow the students to interact and communicate with their peers. However, when teachers, who are a part of the student's external environment, have major control over the learning process, students' sense of autonomy and competence diminishes. Instead, in active learning environments, when students properly do what they have learned independently, teachers encourage and support them, facilitating the learners' independence. Furthermore, the feeling of competence, which is the feeling of being efficient and having control over behavior, is created following the positive feedback towards improving the way of thinking and skill level of learners during team assessment in a significant and particular manner. The communication also demonstrates a sense of belonging to social society. Students are likely to experience higher communication levels in small groups' participatory classroom learning activities; therefore, they have more chances to satisfy this need.

Students can do their assignments individually or in groups in classrooms, solving their issues with their teacher's assistance during active learning and collaborating with others. Accordingly, along with the fact that the content provided in classrooms does not seem new to the students, reviewing the learned material will lay the foundation for more sustainable learning. This instruction method gives the students chances to review the educational content they are provided repeatedly, observing the educational videos. The flipped education proponents believe that the students have a deeper involvement with the educational materials provided in the classrooms in this teaching method, giving a better response to this type of education. The flipped instruction model's advantages comprise more teacher-student interaction, simultaneous feedback in the classrooms, students' self-learning idea of flipped classroom, first known as inverted classroom, began to gain popularity when Jonathan Bergmann and Aaron Sams used video lessons to enhance instruction in their chemistry classrooms. They recorded class lectures and provided the videos online to enable students to watch and review the teaching contents more conveniently. With such a strategy, significant results were obtained, which inspired them to further employ it before classes (Bergmann & Sams, 2012). FL and flipped classroom are used interchangeably in the present study since many researchers are using these two concepts to refer to the same practices and procedures.

With the model of the flipped classroom, students have direct access to the knowledge. Whereas with the traditional classroom, students don't have direct access to the knowledge. The teacher stands between the students and the knowledge. With the flipped classroom students have to prepare their

contact moments. Students who attend a traditional education mostly have to do homework after contact moments.

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