



FLIPPED LEARNING IN THE EDUCATIONAL PROCESS: THE ESSENCE, ADVANTAGES, LIMITATIONS

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Abstract

The article considers the essence of flipped learning and defines the features of the activity of the teacher and students in the process of implementing the inverted learning model. The didactic and technological aspects of the application of this model of teaching at different levels of education are analyzed. The advantages and limitations of using inverted learning in the educational process are formulated.

Keywords: flipped learning, innovative approaches, technological effectiveness, flipped learning model, advantages of flipped learning.

The modern pedagogical community actively discusses the issues of improving the quality of the educational process, associated with the use of new teaching practices, pedagogical methods and technologies at different levels of education. The considerable experience of pedagogical innovations, the results of psychological and pedagogical research that affect the development of educational processes; require generalization, systematization, and analysis of the positive and negative aspects of various innovations. One of the promising innovations is the flipped learning model, which is confirmed by the practice of its application at various levels of education.

At the heart of flipped learning is a different, in contrast to the generally accepted, organization of the activities of the teacher and students. It changes the content of homework, independent work, and work in the classroom. Theory, new educational material is studied independently, and practical tasks on the topic are performed in the classroom, various aspects of the new topic and complex issues are discussed and analyzed. Students receive a training video or an electronic educational resource for studying the material and self-test tasks as homework. The key information of the topic is usually presented in a compact video for 15-20 minutes. During the lesson, the teacher should organize joint activities on the studied topic: discussion in groups, solving problems, creating mini-projects, conducting laboratory experiments, etc.



The interest in turning over traditional classes is due to the existing pedagogical problems that make it difficult to obtain high educational results: weak educational and cognitive motivation and responsibility, lack of desire and ability of students to independently acquire knowledge, work independently, the teacher does not have time for an individual approach, front-line work prevails, little time to consolidate and develop the acquired knowledge and skills, etc.

The essential point of flipped learning is the focus on the activities in the classroom, the audience and the involvement of students in the learning process. The value of flipped classes lies in the possibility of using the training time to discuss the content of theoretical material, test and develop knowledge, and interact with each other in practical activities. During the training sessions, the role of the teacher is to act as a consultant and facilitator, encouraging students to take independent actions and work together. To achieve the planned learning outcomes, it must organize, support, guide, and provide feedback. The role of the student is also changing: he is an active participant in the educational process. Foreign experts in the field of education call flipped learning one of the innovative approaches that will have the most significant impact on education in the coming years. These include, in particular:

- Mass open social learning (organization of online peer learning with an emphasis on communication and communication);
- Educational design based on data analysis (a strategy for developing and changing the educational trajectory of the course, focused on process technologies, step-by-step activities of students and ways to achieve the best results, analysis of the data obtained);
- Meta-study (reflection, self-analysis of the rational organization of the educational route, personal dynamics of performance, ways to achieve educational results, setting adequate goals);
- Dynamic assessment (assessment of educational results and personal growth relative to previous achievements within the course, stage, module, and not in comparison with other students in the context of short-term results of one lesson) [1].

The feasibility of using flipped learning is also due to the characteristics of Generation Z, which, as a rule, includes those who were born in the period from 1995 to 2012. Its distinctive features are practicality, the desire to demonstrate its uniqueness and personalize its personal brand, a realistic view of career and



leadership, the ability to act in multitasking mode, the need for access to information and constant contact with peers.

One of the leaders in the promotion of flipped learning Salman Khan, the founder of the Khan Academy, a non-profit organization whose mission is to provide free and high-quality education via the Internet, in his introductions “Let's use video to reinvent education”, “Let's for teach mastery – not test scores” at the conferences “Ted: Ideas worth spreading” notes that the use of flipped learning, in fact, contributes to the humanization of education. Indeed, independent study of lecture material in the form of homework not only frees up time in the classroom for practical tasks, but also allows participants in the educational process to freely interact with each other. If such training becomes systematic, a kind of monitoring of the individual trajectory and effectiveness of each training is carried out. Teachers, teachers are able to provide the most effective psychological and pedagogical support, determining what the problems of students are. It should be noted that the realization of the students ' need to communicate with the teacher is the most important factor in the effectiveness of education. Pedagogical experience shows that students, who have communicated a lot with teachers during their studies, as well as worked on projects and gained practical experience, achieve significant success in their professional activities in the future.

Modern literature and mass media broadcast the idea of the interpenetration and interaction of flipped learning and other innovative types of learning: mixed, distance, electronic, interactive. Indeed, these types of training have common points of contact, although there are enough differences expressed in the features of the construction of the lesson scenario. That is why a number of experts in the field of flipped learning (M. Kurvits, Yu. Kurvits) define it as a scenario of a lesson, a training session.

The use of different terminologies when using flipped learning (flipped class, flipped lesson, element of mixed learning, a variety of distance, distance and e-learning, a form of interactive learning) reflects the specifics of the organization of the educational process in this type of training and is due to the combination of traditional and innovative approaches to the presentation and assimilation of educational material at different levels of education.

In the didactic and organizational-methodological aspect, flipped learning is defined as a model (N. L. Antonova, A.V. Merenkov, M. O. Skuratovskaya) or technology (N. N. Zaprudsky, A. E. Vorobyov, N. V. Tikhonova), which is quite



natural and follows from the understanding of the essence of technologization in the educational process. As you know, the basis of pedagogical technology, which is often understood as a well-thought-out model of joint educational and pedagogical activities for the design, organization and conduct of the educational process, is implementation of the idea of controllability of the educational and educational process and the guarantee of achieving results on the basis of an algorithmized system of pedagogical procedures. The criteria for technological effectiveness in education are:

- Conceptuality (relying on a specific scientific concept);
- Consistency (the logic of the process, the relationship of all its parts, integrity);
- Manageability (the ability to set goals, plan, design the learning process, step-by-step diagnostics, and vary tools and methods in order to correct the results);
- Efficiency (guaranteed achievement of learning outcomes);
- Reproducibility (the possibility of repeating the pedagogical technology by other subjects of the educational process).

The definition of flipped learning as an innovative didactic model of joint activity of the teacher and students involves the technologization of the activities of the subjects of the educational process. The flipped learning model reflects the main technological criteria: manageability, efficiency, and reproducibility. This model provides for step-by-step implementation of pedagogical and educational actions, the main stages of preparation and implementation of the flipped lesson. Preparation of the teacher for a specific flipped lesson involves a methodological analysis and selection of the topic of the training session; diagnostics of the readiness and knowledge of students for independent study of the material; selection and (or) development of information resources that will be offered to students for independent study, assessment of their compliance with the content of training and age characteristics; planning of the training session: goal setting, determination of the content of activities at each stage, determination of criteria for evaluating educational results, determination of the content and means of final control.

An essential stage in preparing a flipped lesson, N. N. Zaprudsky emphasizes, is thinking through the homework that needs to be done after viewing and studying the recommended educational resource: answering the key question of the topic, formulating questions that arose in the process of independent work with



materials, drawing up tables, diagrams, reference notes that reflect the main content of the topic, and developing criteria for evaluating completed homework [2].

Independent work of students includes: learning new material (presentation, video lecture, text in the textbook); performing tasks according to the instructions (formulation of questions, drawing up a diagram, joint execution of tasks, self-test tests). Thus, in the process of using the flipped learning model, it turns over:

- Content of the training session and home independent work;
- Teacher activity (you need to be an organizer, tutor and consultant, you can form a habit and ability to learn);
- The activity and attitude of students to learning (active participation in the educational process, responsibility for the results).
- The model of flipped learning is based on the following conceptual ideas •
- Activation of the learning process, shifting the emphasis from the assimilation of knowledge to the formation of universal competencies;
- Develop the ability to learn independently;
- Developing a sense of responsibility for your education;
- Individualization of training;
- Use of high-quality information on the internet, involvement in group work;
- The ability of the student to control the pace and time of training.

The teacher's attention can be focused on the formation of individual abilities and abilities to solve life problems: initiative, acceptance of responsibility, focus on results, sociability, the ability to coordinate their own and other people's interests, etc. This corresponds to the urgent demand of today to ensure the development of universal personal competencies in education, such as the ability to communicate and cooperate, creativity, and critical thinking.

Currently, flipped learning is being actively introduced into the educational space of many countries at all levels of education, as evidenced by analytical and informational materials available on the Internet. In particular, there is considerable experience in implementing flipped learning technology since 2011 at universities in the United States (Penn State University, Vanderbilt University), Germany and other countries.

In the materials of foreign educational researchers (B. Logan, S. Yoon, M. McMillan, A. Scheel, J. Enfield) recorded qualitative improvements in students



'test scores, an increase in students' activity and independence in the learning process as a result of using the flipped learning model. B. Logan notes that the flipped environment cultivates critical thinking, creates opportunities for a differentiated approach, motivates students, and teaches them to work with information [3].

In the Republic of Belarus, an innovative project "Implementation of the model" has been implemented in 13 institutions of general secondary education since 2016 "Flipped Lesson" as a mechanism for improving the quality of education students in institutions of general secondary education. Its main idea is to provide students with opportunities for serious self-educational activities, and the teacher-opportunities for individualization and differentiation of learning.

The interested discussion by the scientific and pedagogical community of the problem of introducing flipped learning in the educational process at the IV International Scientific and Methodological Conference "Modern Trends in Additional Adult Education" (Minsk, October 18, 2018) indicates the feasibility of wider use of the ideas of flipped learning at the level of higher and additional adult education. The participants noted the low level of awareness of teachers and students about the flipped learning model and, in this regard, the relevance of conducting master classes and seminars aimed at methodological models of flipped learning.

Taking into account the experience and opinion of teachers who practice the use of flipped learning in the educational process at different levels of education, it is necessary to name a number of its significant advantages •

- Involvement of students in the learning process;
- Strengthening practice-oriented training;
- Rational use of study time;
- Implementation of an individual approach;
- Ability to view the material multiple times;
- Formation of independent work skills;
- Formation of skills of interaction in the team;
- Mobilization and promotion of professional development of teachers.

Undoubtedly, in the process of implementing this model, conditions are created for the formation of skills for independent work, rational use of one's own time, critical analysis, creative approach to solving the tasks put forward, fruitful cooperation and opportunities for personal development. From our point of



view, a particularly significant aspect for higher education is the increase in personal contact with students, the debatable nature of training, the ability to construct their own meaning of the content of education through constructive dialogue and interaction. However, there are limitations in the application of flipped learning, which should include:

- Significant labor costs associated with the process of creating educational content, selecting thematic electronic resources;
- Changing and complicating the forms of control and evaluation activities;
- Motivating students to watch videos and complete tasks;
- Thinking through group tasks and criteria
- For their completion;
- Students' unwillingness to independently analyze new material;
- Teachers' unwillingness to work under the new system, including due to a low level of computer technology proficiency;

Changing the usual role of the teacher as a carrier and translator of knowledge.

Russian scientists N. L. Antonova and A.V. Merenkov conducted a diagnostic study at the Ural Federal University and identified barriers and difficulties in implementing this innovation, such as the lack of time for the teaching staff to prepare lecture materials in the format of video lectures and the lack of independent work skills for students who are formed only for senior courses. For successful implementation the model, according to the teachers, requires such conditions as: the organization of technical support for flipped learning by specialists of engineering and technical profile; the restructuring of the system of accounting for the norms of time allocated for various types of classes; conducting training seminars and trainings on the problems of developing and using flipped learning in practice [4].

Analyzing the changes in the work of a teacher of humanities in the context of distance learning, A. S. Robotova identifies the following urgent problems of its implementation: "creating an electronic humanitarian text, preserving its inherent dialogism; overcoming alienation from invisible students; creating your own image; organizing online communication" [5].

Analysis of the results of the practice of higher school teachers shows that one of the significant difficulties they face is the need to change the passive attitude of students to a more active one, which implies taking more responsibility for their own learning. In foreign studies, there is a low readiness of students to view



materials prepared by teachers, as well as a weak technical readiness of the teachers themselves, which prevents the quality design and presentation of the developed lectures [6].

So, the flipped learning model has a number of advantages, which include, first of all, the possibility of constructing one's own meaning of learning, coupled with the motivation of students, the formation of independent work skills, the ability to implement differentiated and practice-oriented approaches to learning, and the mobilization of professional skills development of teachers, which makes it advisable to expand the practice of using flipped learning at all levels of education and to overcome the existing difficulties in implementing flipped learning at the organizational and methodological level of the educational process.

Currently, flipped learning is being implemented in domestic education, mainly at the level of general secondary education. In our opinion, the proposed model has prospects in the development of the teaching space of higher education. In addition, the specifics and effectiveness of this model allow us to talk about the possibility of its use at the level of additional adult education in order to improve the professional competencies of specialists in the education system.

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