



CHARACTERISTICS OF THE "FLIPPED CLASSROOM" MODEL IN TEACHING

Seytjanova Luiza Taxiurovna

Karakalpak State University, Foreign Languages Faculty, EFL Teacher
Uzbekistan, Nukus

<https://doi.org/10.5281/zenodo.11296938>

ARTICLE INFO

Received: 18th May 2024

Accepted: 24th May 2024

Online: 25th May 2024

KEYWORDS

Flipped classroom, method, English, technology, lessons, lectures, YouTube, video, benefits, drawbacks.

ABSTRACT

The characteristics of the "flipped classroom" model and the history of this method are introduced in the article. The results of the investigation on how this method affects students' comprehension and its benefits and drawbacks are proposed in the article.

Any educational activity is built in accordance with the teaching methods. The effectiveness and mastery of knowledge by the student depend on methods.

"Flipped classroom" is a method of blending learning that engages students to read the theory at home and do all tasks in the classroom. This method is opposite to the traditional one, when a teacher explains the topic, reads lectures in the classroom, and gives homework to build up on the knowledge gained.

The first time this method was introduced was by Jonathan Bergman and Aaron Sams in 2004. They were teachers of science at Woodland Park High School. Due to the fact that a lot of students missed their classes because of being ill or living far from the school, the teachers decided to create software that would help them get their students class materials. That was software that could record the audio of the lecture and add it to the Power Point slide show. In the spring of 2007, they began recording all their lectures that way. Next year, they decided to use this technique in all their classes and called it "pre-broadcasting." Students could watch the presentation before classes and then discuss and practice it during the lesson. [1]

Jonathan Bergman and Aaron Sams are not considered the founders of this method. They credit Maureen Lage, Glenn Platt, and Michael Treglia's "Inverting the Classroom" for giving this idea. In 2000, the scientific publication "Flipping the Classroom" was published by University of Miami marketing professor Glenn Platt and his colleagues. It seems that for the first time, the idea of abandoning lessons in the traditional format in favor of video recordings was voiced. But only after the success of Bergman and Sams, this method began to quickly gain popularity: from 2012 to 2014, the number of teachers participating in the Flipped Learning Network community, dedicated to flipped learning, grew from 2,500 to 20 thousand people.

The "flipped classroom" model became well-known with the development of technology, with the advent of YouTube (an American online video sharing and social media platform),



because it gave more opportunities to share ideas among teachers and to choose the most effective software or program to bring this method to life.

The method of “flipped classroom” has different names, but it is done in a similar way:

- The teacher prepares a few-minute video with new material or creates a podcast. The video is short because, unlike the explanation in class, no time is wasted on establishing discipline and organizational issues. There is no need to write anything on the board for a long time.
- Next, the teacher posts the training video on a special resource or sends it to students' personal emails. As a small reinforcement of new material as well as to test the mastery of a new topic, an easy test or assignment may be attached to the lecture.
- Students listen to the teacher, who explains new material. If something is not clear, students can always return the video for a few seconds and listen again. As many times as necessary.
- Then homework time in class. Time in class can be used for joint discussion of a topic, working on projects, and solving interesting problems. [2]

The main advantage of this method is that, while mastering new knowledge, students work at their own pace. They can ask the teacher during class the accumulated questions, especially since there is more time left for questions and analysis of exercises than in the traditional approach.

Some critics of the flipped classroom argue that this model degrades the traditional aspect of education due to the inability to promptly ask questions of the lecturer. Defenders of the model respond that the need for such questions is reduced due to the additional capabilities that appear when using this method. But it is necessary to remember that a flipped classroom can only be successful if students are fully engaged in the material.

Benefits:

- Students study the material at a comfortable pace. A flipped classroom allows you to spend as much time studying a topic as you need to understand it. The student can pause or rewind the recording of the lecture at any time.
- In practical classes, the teacher has the opportunity to work with problems that were identified during independent study of theory, which means that lesson time is used more effectively.
- The flipped classroom develops independence and the ability to get to the bottom of things.
- Schoolchildren are better suited to solving practical problems. They clearly know how to apply knowledge to real problems.
- If you miss a lesson in a flipped classroom, you will still gain knowledge by studying the theory at home.

Drawbacks:

- “Given orally means not given.” If your child is not very familiar with the concept of a flipped classroom, they may be unfamiliar with the changeover.
- The concept implies that you really need to prepare for the lesson. You can't just come to class and expect everything to be explained to you.



- You cannot promptly ask questions of the lecturer when you are watching a lecture at home.

Difficulties that teachers may face:

1. Additional load:

When switching from traditional teaching to “flipped” teaching, the teacher has, in fact, to re-master the teaching methodology because the main part of it is transferred to a computer format. This requires:

- preparing educational materials in a new way;
- recording video lessons one by one;
- releasing a podcast explaining the subject;
- summarizing all visual materials into presentations, diagrams, and illustrations;
- providing students with technical support.

2. Resistance from administration and parents:

School administration and parents are not always enthusiastic about the idea of educational experiments. The traditional system seems more proven and reliable. It brings, although not always sufficient, guaranteed results. While the “flipped classroom” raises suspicion, what is the child watching on the smartphone screen—a geography lesson or a new blockbuster? How controllable is learning when most of it happens behind school doors?

So as we see, on the one hand, the flipped classroom has many benefits for both teachers and students. This allows for more student-centered and differentiated instruction, as teachers can customize classroom activities to suit the needs, interests, and abilities of their students. Additionally, it encourages active learning and higher-order thinking skills as students apply, analyze, evaluate, and create knowledge in the classroom.

On the other hand, there are such drawbacks to this method, as teachers need to prepare and plan extensively in order to create or curate the online materials, design the in-class activities, and monitor student progress and participation. Additionally, the availability and accessibility of technology are essential for students to access the online materials as well as for teachers to deliver and manage them. Furthermore, resistance or skepticism from students, parents, or administrators may be present due to a lack of familiarity with this model and a preference for traditional teaching methods.

In conclusion, the success of the flipped method depends on the synergy between the teacher and students and requires constant motivation before, during, and after the lesson. It is believed that this technique compensates for the shortcomings of the traditional educational system, in particular the lack of time to explain theory and the inability of schoolchildren to apply knowledge in practice. Flipped learning requires a personalized approach. But most often, the problems come down to the effort spent on preparing the material and the lack of communication channels. Teachers need time to master new tools, students and parents need time to get used to the lack of a traditional approach, and administration needs time to see the first results. This is a labor-intensive process associated with stress. Sometimes the positive effect is not worth the effort it takes. To see if a flipped classroom is right for a teacher, the only advice we can give is to give it a try.



References:

1. "Flipped Learning Founders Set the Record Straight," 06/20/12, The Journal, Stephen Noonoo
2. М.А. Тихова – СПб.: ГБУ ДО ДДЮТ «На Ленской», 2017. Методические рекомендации по реализации современной технологии «Перевернутый класс» в дополнительном образовании
3. Каниязова, А. (2023). Language skills: teaching and learning challenges. Ренессанс в парадигме новаций образования и технологий в XXI веке, 1(1), 387-389.
4. Bakhtiyarovna, K. A. (2023). SOME CHALLENGES IN TEACHING LISTENING AND SPEAKING. International Journal of Pedagogics, 3(12), 54-57.
5. Р. Гарифуллин «Переверните класс обратно! Минусы методики flipped classroom», Педсовет, 2022 г.
6. Ордабаева, Д., & Сейтжанова, Л. (2023). Факторы, влияющие на способность к изучению языка. *Ренессанс в парадигме новаций образования и технологий в XXI веке*, 1(1), 412-414.
7. Сейтянова, Л., & Шакурова, Ф. (2023). Rhetoric in the professional work of a teacher .*Ренессанс в парадигме новаций образования и технологий в XXI веке*, 1(1), 48–51. <https://doi.org/10.47689/XXIA-TTIPR-vol1-iss1-pp48-51>