

**THE EFFECTIVENESS OF THE FLIPPED CLASSROOM IN TEACHING**

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**Abstract**

The article is devoted to the flipped classroom method in teaching language. The use of the flipped classroom has the opportunity to be an effective and beneficial method of education. Point of view of scientists is dedicated to the use of flipped classroom method in education and its effects and the use of flipped classroom method not only practical lessons but also video lectures.

**Keywords:** flipped classroom method, community, trend, misconception, project based learning, video lectures.

**Introduction**

A current trend in the education community has teachers flipping out across the nation. This trend is known as the “flipped classroom” or “inverted classroom.” A flipped classroom, as its name suggests, is a class where the lecture and homework have been reversed. In other words, the practice problems normally completed at home are worked on in the classroom, and the direct instruction normally given during class time is given as homework through video lectures, reading assignments, or some other direct instruction delivery method. However, this idea has evolved into a more nuanced form of education. There are many misconceptions about what the flipped classroom actually is. Some misconceptions about the flipped classroom are that students spend the entire time in front of a computer screen, students work without structure, videos replace the teacher, students work in isolation, or that a flipped classroom is an online course. An effective flipped classroom is one that, the time normally spent lecturing, is used for in-class activities, discussions, problems, and group projects. The most meaningful learning in a flipped classroom occurs as a result of efficient use of the extra class time (Tucker, 2012).

The direct instruction given to students as homework can take the form of a video, an article, a book, a power point, a handout, or a combination of these among other. Any teacher who has had students read materials before class in order to prompt discussion or activities has, in a sense, utilized the flipped classroom. Opinions in the education community regarding the flipped classroom are mixed. Some educators consider the flipped classroom to be the future standard of educational technique.

### Main Part

The use of the flipped classroom has the potential to be an effective and beneficial method of education. Replacing direct instruction (the explicit scripted presentation or delivery of information or a task) from the class time with video lectures observed outside of the classroom allows for more class-time to be used for active learning. Active learning can include activities, discussion, student-created content, independent problem solving, inquiry-based learning, and project-based learning (Tucker,2012)

This use of class-time can create a classroom environment which uses collaborative and constructivist learning; blending with the direct instruction used outside the classroom (Tucker, 2012).

Constructivist learning takes place when students gain knowledge through direct personal experiences such as activities, projects, and discussions. The frequency of these personal experiences can be increased in a flipped classroom through the use of activities, creating students who are active learners (learning by engaging in analysis, synthesis, and evaluation), rather than passive learners (learning by the absorption of information from hearing, seeing, and reading) (Tucker,2012)

The passive learning of a flipped classroom happens during the video lectures outside of class, freeing up in class time for active learning (Tucker, 2012). Active learning has been found to produce better grades than passive learning. Collaborative learning takes place when two or more people learn something together, holding one another accountable for their learning (Roberts, 2004). Collaborative learning can create students who are more invested in their own learning, desiring to succeed in order to meet the expectations of one's peers (Roberts, 2004). Through group activities, discussions, and group problem solving, a flipped classroom can achieve a high level of collaborative learning.

The flipped classroom also involves a transformation of the teacher's role. In a traditional class, the teacher can be described as the "sage on the stage" that presents information in engaging ways in hopes that students will pay attention and absorb the information.

The flipped classroom moves away from this idea, placing the teacher in the role of the "guide on the side" who works with the students to guide them through their individual learning experiences. The "guide" role can be illustrated using Paulo Freire's idea that education "should not involve one person acting on another, but rather people working with each other." (Tucker,2012) There is little research regarding the flipped classroom's effects on student learning and overall effectiveness.

However, the middle school or high school classrooms in difficulty, class size, days and times classes are held, and other factors. One such study by Strayer 2008, The effects of the Classroom Flip on the Learning Environment, showed that students in a flipped classroom environment preferred the method and displayed a higher level of innovation (being able to solve problems in creative and unique ways) and cooperation (familiarity with working with others to solve problems and discuss ideas), than students in a traditional classroom setting. His results also indicate that students in a flipped classroom experience a lower level of task orientation than students in a traditional classroom (Strayer, 2008).

From the results of his study Strayer gives recommendations for the implementation of flipped classrooms. One recommendation for implementing a flipped classroom in an introductory course is to provide step-by-step instructions for classroom activities to create more structure for the students (Strayer, 2008). To create more structure a teacher could also scaffold the activities. Scaffolding is instruction given when learning a new task where different levels of support are given, with student eventually having most or all support removed as the activity progresses. Another recommendation is to keep open activities short; spending no more than two lessons on any one activity (Strayer, 2008). According to Strayer, one effect of the flipped classroom is that students will become more aware of their own learning processes (Strayer, 2008). Because of this increased awareness, students will need more time to reflect upon their activities to make connections to the course material (Strayer, 2008).

I think the flipped classroom is a great tool for teachers to add to their teacher toolbox. A good teacher tries to use different methods of instruction in the classroom to meet the needs of diverse learners, why not also use different methods of instruction for work outside the classroom?

Flipped learning or a flipped classroom is a kind of blended learning. The concept is not new, but the term is recent. Generally, the flipped model has been presented as using lecture videos outside the classroom. It allows teachers to spend class time on more engaging activities that enhance the content of the lecture and present learning experiences outside the physical constraints of the classroom by using appropriate technologies. The flipped classroom can provide several benefits: free classroom time, opportunities for personalized learning, opportunities for more student-centered learning, a continuous connection between student and teacher, increased motivation of students, a learning environment full of familiar tools, and variety in lecture content attuned to different learning styles.

In the literature, some drawbacks of flipped learning have been identified. However, as a researcher and a language teacher, I believe that, other than technical issues, the success of a flipped learning model depends on the teacher applying it. In order to derive the above-mentioned benefits, teachers should know the relevant theories first. Teachers wanting to flip their classrooms should bear in mind that flip learning is not simply adding lecture videos outside the classroom. Choosing appropriate, engaging activities for classroom time and having a constant connection with students through the use of an LMS and other Web 2.0 tools are also important. The role of the teacher in this model is to guide the students. Therefore, the teacher in the flip model could be considered the most important element for securing desired outcomes. In fact, "... the key to successful use of technology in language teaching lies not in hardware or software but in "humanware" – our human capacity as teachers to plan, design and implement effective educational activity" (Warschauer & Meskill, 2000, p. 316) and "technology can only become effective and useful in language teaching and learning environments in hands of competent teachers" (Basal & Aytan, 2014, Conclusion section, para.1).

Therefore, it can be clearly stated that whatever models or technologies are used in education, the desired outcomes can only be achieved by the human factor, the teachers. This is also the case in flip model.

### Conclusion

In sum up the flipped classroom method brings many benefits for ELT teachers, including videos of real-life situations where students can listen to native speakers and teachers can take advantage of ready-to-use rich content. Once ELT teachers are comfortable with the flipped learning model, they can develop new and customized ways to improve its effectiveness in their teaching environments. The flip model cannot be changed in its essence, however, the teacher implementing the model can modify it based on the needs and interests of the students, content of the lesson and the changeable dynamics of the classroom.

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