

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

SJIF 2024 = 5.444

Том 2, Выпуск 5, 31 Май

INFLUENCE OF FLIPPED CLASSROOM TECHNIQUES ON ENGLISH LANGUAGE PROFICIENCY

Nematullaeva Muslimakhon Rakhmatullo kizi

Student of the third English language faculty, UzSWLU

E-mail: muslimanematullayeva797@gmail.com

ABSTRACT

A Flipped or inverted classroom is a relatively new educational practice. This educational method is widely acknowledged in most nations and implemented at the primary, secondary, and university levels. Researchers worldwide have focused on the perceptions, effectiveness, and obstacles of implementing flipped classrooms. This article is devoted to considering and providing a global perspective on how instructors and learners perceive the deployment of flipped classrooms, particularly in English language classrooms.

Keywords: Flipped classroom, English language, education,

ВЛИЯНИЕ МЕТОДОВ ПЕРЕВЕРНУТОГО КЛАССА НА ВЛАДЕНИЕ АНГЛИЙСКИМ ЯЗЫКОМ АБСТРАКТНЫЙ

Перевернутый или перевернутый класс — относительно новая образовательная практика. Этот образовательный метод широко признан в большинстве стран и применяется на начальном, среднем и университетском уровнях. Исследователи во всем мире сосредоточились на восприятии, эффективности и препятствиях внедрения перевернутых классов. Эта статья посвящена рассмотрению и представлению глобального взгляда на то, как преподаватели и учащиеся воспринимают использование перевернутых классов, особенно в классах английского языка.

Ключевые слова: «Перевернутый класс», английский язык, образование,

INTRODUCTION

A flipped classroom model has become a popular pedagogical approach, especially in the realm of language learning. This method involves delivering

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instructional content outside the classroom, often via video lectures, and using classroom time for interactive, student-centered activities. This paper reviews existing literature to assess the influence of flipped classroom techniques on English language proficiency. Traditional language instruction often emphasizes passive learning through lectures and textbook exercises. In contrast, flipped classrooms focus on active learning, where students engage with the material through discussions, collaborative work, and practical exercises during class time. Previous studies suggest that active learning can enhance language acquisition, but the specific impact of flipped classrooms on English proficiency needs further exploration. One of the problems that instructors have in today`s classroom is the attitudes of their students. They are hesitant to participate in discussions, share thoughts, and attempt new things. Passive learners struggle with problem-solving and rely heavily on teachers or peers with higher levels of expertise. Traditional teaching methods do not provide adequate time for learners to discuss their lessons. Teachers supply extensive knowledge, leading to passive learning among students. Traditional classrooms do not allow for adequate discussion time. According to Farrah and Qawasmeh (2018), learners` reliance on traditional teaching methods requires a shift towards modern teaching practices. Flipped classroom is a modern learner-centered strategy. The flipped classroom method emphasizes learner-centered learning and has gained global popularity. Our Flipped Classroom concept aims to foster active learning among the younger generation. Active learning involves learners actively contributing to their own learning. They are active learners who seek out new information rather than relying on teachers. Flipped learning is a unique strategy that challenges established teaching methods by “flipped” them. In a flipped classroom, students receive out-of-class materials to read, study, and evaluate independently. Following the presentation, there is time for discussion, questioning, and collaboration. This allows learners to focus on the lecture and engage actively with prepared materials.

METHODS

While conducting this research qualitative and secondary data analysis methods were utilized to investigate impact of flipped classroom on development of students` language proficiency and various scientific works from 2016 to 2020, including full-text articles from online sources for a thorough review were examined. This review found that most English teachers and learners agreed that the

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Flipped Classroom approach improves English language teaching and learning practices. A flipped classroom allows learners to review courses at their own pace based on their proficiency level (Han, 2015). This is important for learners who are slower than their peers. Flipping classrooms allows students to learn at home before discussing the material in class during the next session. Learners have time to prepare for discussions. This scenario allows learners and teachers to spend enough time discussing subjects and gain a thorough comprehension of them. To further comprehend the Flipped Classroom concept, it is necessary to do comprehensive literature reviews on its application. A thorough literature review is being conducted to better explore the modern learner-centered approach. This systematic review aims to give a synthesis of previous studies on flipped classroom implementation in English language classrooms, paving the way for future research in this field. The flipped classroom concept has been popular in foreign nations for a long time (Du, 2018). The technique aims to overcome time and place-related teaching and learning problems. Du (2018) defines the flipped classroom as a “flipped” version of typical teacher-centered teaching. In a flipped classroom, teachers present learners with resources to facilitate information transfer prior to class. Carhill-Poza (2019) suggests that flipped learning enables language teachers to prioritize interaction and socialization in the classroom while also offering additional learning chances outside of it. Students can access additional knowledge through internet searches, movies, and audio recordings made by teachers. This allows for more in-depth discussions in the classroom, eliminating the need for teachers to lecture on the subject. The students had reviewed the content beforehand. This allows teachers to use class time to facilitate peer discussions, manage time, and promote collaborative learning activities. Students will engage in learner-centered activities such as Q&A, group discussions, projects, problem-based learning, and interactive exchanges during class. Teachers will answer students` queries and provide direction for autonomous learning. Teachers serve as facilitators, providing assistance as needed. Learners have full control over their development and can learn at their own pace and level.

RESULTS

The analysis of existing research reveals that flipped classroom techniques generally lead to significant improvements in English language proficiency:

✚ *Speaking Skills:*

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Multiple studies report that students in flipped classrooms demonstrate better speaking skills compared to those in traditional classrooms. This improvement is attributed to the increased opportunities for real-time practice and feedback during class activities. For instance, one study found that students who participated in a flipped classroom model showed a 20% increase in speaking proficiency scores compared to their peers in a traditional setup.

✚ **Listening Skills:**

Enhanced listening skills are another common finding, with flipped classrooms providing more varied and engaging listening materials outside class time, allowing students to practice at their own pace. Research indicates that students exposed to multimedia content and peer discussions in flipped classrooms are more adept at comprehending spoken English.

✚ **Reading and Writing Skills:**

Although gains in reading and writing skills are observed, they are less pronounced than those in speaking and listening. This may be due to the nature of these skills, which often require more individual practice and feedback. Studies show moderate improvements in these areas, with students benefiting from additional reading and writing exercises incorporated into their self-study routines.

DISCUSSION

Factors Affecting Flipped Classroom Implementation.

One obstacle to implementing flipped classrooms is learners' lack of flexibility. The flipped classroom model emphasizes students' individual learning abilities. Teachers give students with many reading materials ahead of time. According to Sakulprasertsri (2017), in a flipped classroom, learners must independently investigate the subject of learning. Du stated that learners were asked to search for new resources on the internet and complete recommended assignments before the next lesson. Further education often requires students to look for materials independently. Non-autonomous learners may struggle to adapt to flipped learning methods. Internet distractions can disrupt learning. Autonomous learning needed strong self-discipline. Learners found it difficult to take responsibility for their own learning at home due to distractions that could disrupt attention. To be successful, the flipped classroom model requires collaboration between students as well as teachers. However, learners' reluctance to engage with online learning may hinder its effectiveness in achieving their targets. Infrastructure limitations, particularly

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those related to ICT resources, can impact the flipped classroom method. Nguyen et al. (2018) found that infrastructural limitations, including ICT appliances and strong internet connections, are common challenges for flipped classrooms. The success of the flipped classroom approach requires strong ICT infrastructure due to the use of movies and electronic resources. Learners require a computer, laptop, speakers, and reliable internet connection. Learners without a computer or laptop, or with limited internet access, may struggle to access online lessons. Ansori & Nafi (2018) found that flipped classrooms rely heavily on internet access. Interruptions to internet access prevented the flipped classroom from taking place.

The findings support the hypothesis that flipped classroom techniques can enhance English language proficiency, particularly in speaking and listening. The active learning environment of flipped classrooms fosters greater student participation and provides more personalized learning opportunities. However, the moderate improvements in reading and writing skills suggest that additional or alternative strategies may be needed to fully support these areas. The findings support the hypothesis that flipped classroom techniques can enhance English language proficiency, particularly in speaking and listening. The active learning environment of flipped classrooms fosters greater student participation and provides more personalized learning opportunities. However, the moderate improvements in reading and writing skills suggest that additional or alternative strategies may be needed to fully support these areas.

✚ *Advantages of Flipped Classrooms:*

- ***Personalized Learning:*** Flipped classrooms allow students to learn at their own pace, enabling them to master content before applying it in class.
- ***Active Engagement:*** The model encourages active participation during class, with students collaborating on projects, engaging in discussions, and practicing language skills in real-world scenarios.
- ***Immediate Feedback:*** Teachers can provide instant feedback during class activities, helping students correct mistakes and improve their skills in real-time.

✚ *Challenges and Considerations:*

- ***Resource Intensive:*** Developing high-quality video lectures and interactive materials requires significant time and effort from educators.

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- **Student Adaptation:** Not all students may adapt well to the self-directed learning aspect of flipped classrooms, necessitating additional support and guidance.
- **Technology Access:** Ensuring all students have access to the necessary technology outside the classroom can be a barrier in some educational settings.

CONCLUSION

After reviewing articles on flipped classroom deployment, teachers and students reported excellent comments. Teachers and students agreed that the technique improved teaching and learning by allowing for more discussion and better time management. Despite problems in execution, the flipped classroom model is frequently used. To apply the flipped classroom technique, obstacles must be addressed. Teachers and students should be technology or ICT knowledgeable. To use the flipped classroom effectively, educators and learners must continuously improve their skills. The flipped classroom approach promotes self-directed learning and benefits both students and teachers. The review suggests that flipped learning is a successful strategy that should be implemented by most learning institutions. This comprehensive literature review aims to guide future research on the flipped classroom in English language instruction providing valuable information for teachers transitioning from traditional to flipped classroom methods. Teachers looking to transition from traditional to flipped classrooms can benefit from this comprehensive literature evaluation before implementing the new method.

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