

## The Technique of the Flipped Class in the Implementation of the Requirements of the Ministry of Higher Education

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### Abstract

In the article, the authors try to emphasize the advantages of the technology of the “flipped” class.

**Keywords:** inverted classroom, forms and models of teaching.

In Uzbekistan, education has been declared a priority in the field of social development. The success of the reforms carried out in the state largely depends on the scale, level, quality of education and training. The state policy of Uzbekistan in the field of education is enshrined in the Laws “On Education” and “On the national training program”. These normative documents define the strategy and tactics of reforming the entire education system and its structures, the goals and specific tasks of training highly qualified specialists who meet the modern requirements of the labor market, the social order of society. The changes taking place in all spheres of life challenge the education system, requiring it to “keep up with the times”. To answer this challenge, it is necessary to understand what requirements should be met by participants in educational activities — both those who teach and those who study. The implementation of the “Inverted Class” model in educational activities contributes to the effective implementation of these requirements.

In our opinion, one of the most important features of the Ministry of Higher Education is that the basis of personal education is not a pedagogical, but an educational process. This means that a student can and should acquire and comprehend the necessary information himself, by all means, from any source. Thus, the role of the teacher is fundamentally changing: he must direct the process of cognition in the right direction, lead, and not just give out the required amount of information.

Such an understanding of education leads to the transformation of traditional forms and models of teaching, which is increasingly evident in the directions of its development in recent years. The main role in these changes today is played by the e-learning system using information and communication technologies (ICT).

Since the mid-2010s, the active introduction of various models of “blended learning” has begun, which involve a combination of a traditional classroom-based system using Internet services. We will focus on the consideration of the “flipped class” model.

The “flipped classroom” is an innovative learning scenario. Its difference from traditional methods is that theoretical material is studied independently before the lesson (usually through information and communication technologies: video lectures, audio lectures, interactive materials), and all the time in the lesson is aimed at solving problems, cooperation, interaction with students, applying knowledge and skills in a new situation, and creating a new educational product by students.

The authors of the school methodology of the “flipped classroom” are chemistry teachers Aaron Sams and Jonathan Bergmann. In 2008, they began recording videos from their lectures and turning them into homework assignments for their students.

Before the lesson, students watch video lectures at home (usually lasting from 5 to 15 minutes), which may be accompanied by a small task (make a plan, ask questions about the material, fill out a table, solve an example). Such tasks serve to ensure that the student understands how much he has mastered the main provisions of the topic and whether he will be able to apply the knowledge gained in practice to solve tasks in the classroom. Thus, the student has the opportunity to study and comprehend the material at a pace convenient for him, to review and carefully disassemble the part of the material that he does not understand. After all, often in the rhythm of a modern lesson there is not enough time for a detailed explanation of the material to weak students. Also, during the “flipped” lesson, the teacher and students can jointly consolidate the studied material by performing practical tasks. The teacher can divide the class into groups according to the level of abilities. Groups work at an individual pace that suits them. Due to the fact that children work mostly independently, the teacher can pay attention to each group or conduct individual consultations with each student who needs additional help in mastering the material.

After the lesson is over, the students go home and finish the buildings started in the classroom, review the old ones and study new video lessons. After the topic is studied, a control work is carried out in which students demonstrate the acquired knowledge and skills to apply them in practice.

Thus, we can identify several main components that need to be taken into account when preparing a lesson by a teacher according to the “flipped learning” model:

1. The amount of necessary knowledge that students should receive. It is best to divide this knowledge into two groups: the first group will include those knowledge that will be transmitted directly through the teacher's video lectures, and the second group will include those that students will receive in the course of independent practical activity.
2. Determine the types of practical work that will be performed in the classroom jointly by the teacher and students, individual and group work, homework.
3. Determine which materials (products) in the form of notes, presentations, project work, monologues and dialogical statements, students should develop during the course. In what form they will be presented to the teacher.
4. Prepare (create or find) video lectures and assignments for them, auxiliary materials (containing memos, algorithms, templates) that students will be guided by when performing their work.
5. Come up with a flexible system for evaluating students' work.

As you can see, the “flipped class” technique involves transferring part of the classes to an electronic environment (Internet) in order to free up school hours for the joint practical work of the teacher and students in the classroom. With all its advantages, the method of the “flipped” class has one big disadvantage-the complexity of the process. There are two main ways to overcome this problem. Firstly, there are a large number of resources with ready-made quality lessons. From our practice, we can recommend free video tutorials from the world-famous Khan Academy, as well as one of the most successful Russian-language projects for schoolchildren "Internet Lesson". This is a replenished and updated collection of video tutorials (now there are more than 4,000) on the main subjects of the school curriculum. Very high-quality lessons can be found on the resource <https://www.virtualacademy.ru> . If the necessary video lecture was not found, you can “flip” your class yourself. One of the least labor-intensive ways is to create a PowerPoint presentation. Along with the presentation (or even instead of it), you can upload videos, recordings of your lectures or lessons, audio and images.

It should be noted that the central element of the “flipped classroom” methodology is not the video lectures themselves, which clearly distinguish it from the rest, but the active social interaction of teachers and students that develops around video lectures in the classroom, virtual environment and social networks.

The essence of the methodology is not just to redistribute the study hours and the workload of students, but to motivate students more to independent activity, to give them tools and knowledge for further self-development, in other words, to turn to their own experience. The main advantage of the “flipped” class is the organization of educational work, which supports the development of qualities and skills of the 21st century. Such as cooperation, creativity, problem-solving ability, independence, ICT literacy. The new method provides an opportunity to support the development of each student.

In the practice of our work on the “flipped” class technology, the most successful was the study of the topic “Holidays in the UK” (6th grade). The students were offered a task with a training film posted on the platform of the teacher's educational website. It contained the following items:

1. The wording of the task and the deadlines for its completion.
2. A list of vocabulary on the topic, to relieve difficulties of understanding.
3. A list of questions for understanding control.
4. Memos with grammatical material.
5. Exercises for practicing vocabulary.
6. The creative task is a project about the holidays of Great Britain, developed jointly by teachers of English and Fine arts.
7. Communication options with teachers.

Considering the results of the work carried out, we concluded that during the lesson the teacher had free time for contact and individual work with the students. This result was achieved due to the organized collaboration of students and relevant educational materials that allow them to work independently.

Working together, students helped each other, regardless of the pace of work of others or the instructions of the teacher. And the teacher has the opportunity to work with the student one-on-one. In our opinion, the main advantages of working in a “flipped” classroom is the involvement of students in the educational process. They are fully responsible for their training.

It is also very important that instead of transferring knowledge, maintaining discipline and order in the classroom, the teacher begins to design learning situations, form students' responsibility for learning, trusting relationships with the class.

From practice, it became clear that in order to avoid a number of problems associated with the "coup", the transition from the traditional class to the flipped one is carried out gradually. It is important for the teacher to understand that his role is not to "give a lesson", pass on, and then test knowledge. Its role is to create an educational situation for independent cognitive and research activities of students. Such a situation, working in which they will be responsible for their training. That's when we can assume that the class is flipped.

Thus, the flipped classroom technology allows you to free up all the time of the lesson for the practical part, working out the information received at home, and also allows you to use the most effective method of interaction between teachers and students in the classroom — interactive.

It is important to emphasize that interactive learning is, first of all, dialogical learning, during which interaction is carried out between the student and the teacher, between the students themselves.

It awakens students' interest; teaches them to work in a team, to show tolerance for any point of view, to respect everyone's right to freedom of speech, to respect their dignity. With this type of training, the educational material is absorbed more effectively, thanks to the independent search by students for ways and options to solve the assigned educational task (choosing one of the proposed options or finding their own option and justification of the solution). Thus, we can talk about reaching the level of conscious competence of the student.

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