



The application of flipped classroom approach in online ESL/EFL teaching context

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ABSTRACT

The theory and practice of blended learning is a topical issue of Uzbek and foreign linguodidactics. However, the application of the flipped learning model in teaching English as a foreign language and a second language have not yet been sufficiently studied. The article considers the inverted learning model as a tool for the internalization of students in the transition to an autonomous discourse in the target language. Multimodel resources and a scaffolding strategy are presented as a means of providing an individual learning trajectory and context-driven aspectual English learning. Various interactive forms of organizing educational material and means of developing its reflective understanding are designated as a mechanism for increasing the effectiveness of the formation of foreign language communicative competence.

Keywords:

English as a foreign language, English as a second language, flipped learning, scaffolding, interiorization, context-based learning.

1. Introduction

Cultural theorists characterize the era that replaced postmodernism as automodernism due to the correlation between technological automation and human autonomy. The goal of modernity, as R. Samuels defines it, is the production of separate spheres of capitalism, democracy and science [1]. Under automodernism, the triad of the mentioned elements merges and their relationships are transformed, caused by high-tech globalization. The Internet becomes the place of mixing and circulation of these areas, as a result of which politics becomes the subject of business and entertainment, and science is popularized and turned into a commodity [2, p. 205].

New forms of educational interaction make it unnecessary for direct communication between students and the teacher. The latter ceases to be the main carrier of educational information, providing facilitation of students' communication with the virtual world [3, p. 73]. The logic of the educational process is

changing as the content and learning process are adapted to the needs of the learners.

2. Materials and methods

Flipped learning and its operational level flipped classroom (flipped lesson) is the most discussed option for organizing classes in the format of modern higher education. The rationale for this model of teaching lies in the inversion of the classical version of building a lesson and independent work of students. Teachers have many tools at their disposal, including information technology and the format of remote delivery of educational material in combination with traditional learning testing. Flipped learning or inverted model is a special case of blended learning, hybrid learning, that is, a certain combination of distance and full-time formats [4]. It is a fusion and effective use of all available electronic learning methods and traditional full-time teacher-student training activities.

In traditional learning, the teacher is active, and students act as listeners and

observers. Classroom work involves getting acquainted with new information and program material, as well as demonstrating options for problematic tasks. Information is presented frontally either as an oral lecture or in combination with a presentation and contextual tasks. The teacher directs the learning process, and students' homework comes down to a thorough analysis of the educational information presented in the classroom, working out practical tasks, repeating or deepening the understanding of the material provided by the teacher.

The inverted model crosses out the traditional way of mastering the material. At the origins of such training are Aaron Sams and Jonathan Bergmann, the authors of the idea of video recording and broadcasting lectures for remote learners. The proven effectiveness of the experience leads to the intensification of the work of students during the classroom test of learning. The idea is supported by teachers who are ready to emphasize the independence of students in the process of getting acquainted with the material and ensure the interactivity of the current and intermediate control. Successful practice is followed by work on the creation of a series of video lectures, video clips and presentations.

It would be too easy to describe the essence of the model in an inverted format of teaching and learning processes. The main goal of the work is to provide the student with more targeted, in-depth and detailed assistance from the teacher. Greater independence of students increases their responsibility in the process of getting acquainted with the theory and intensifies consolidation in direct dialogue with the teacher during the subsequent verification of assimilation [5, p.40]. The face-to-face format of control also implies the provision of a new understanding of the material in the process of interactive exchanges of experience within the study groups. Ideally, classroom work is reduced to personalized learning for each student through targeted assistance from the teacher and learning interactions within small groups.

The inverted model template is aimed at self-learning prior to classroom practice.

The task is carried out through remote work with a video presentation, podcast, electronic instructions, demonstration, visualized research, presented as content of thematic websites. Individual work can be carried out by reading recommended traditional or digital books, as well as study guides. An independent stage of extracurricular training involves the analysis of the material or planned online interaction with students of the study group on academic assignments.

Accordingly, the subsequent classroom session is conducted in an active or interactive form as an in-depth study, generalization, discussion or practical implementation of theoretical content. The teacher devotes more time to in-depth explanation, interpretation of bottlenecks and especially difficult moments, demonstration and discussion of the results of students' autonomous research activities. The quality and level of assimilation of program material is increasing, which is especially important with a competence-based approach. The stage of routine work on the collection and exchange of information is transferred to the home format.

Thus, classroom work emphasizes the most complex conceptual aspects of learning in the form of expert facilitation. The exchange of ideas and the collective solution of problematic tasks intensify the assimilation, which is presented not as a test of what has been passed, but as a joint acquisition of new knowledge in the process of multivariate interactions.

The advantage of the method for students is the following:

- 1) the ability to use higher quality, complete and variable electronic content in the format of an individual trajectory (repeatedly and at a convenient pace);
- 2) the opportunity to receive individual advice from the teacher on specific pre-prepared questions (ensuring full feedback from the teacher);
- 3) an in-depth understanding of program topics as a result of teamwork in a reporting classroom session;

4) access to a higher level of assimilation of program material (the level of solving situational problems).

The flipped classroom is a platform for collaboration, teamwork, and extroverted communication. This is a space for a creative, evaluative, analytical and at the same time generalizing approach to learning activities. However, a radical change in the educational approach entails a number of problems on the part of both students and teachers.

Let's name some of them:

1) there is a problem of internal motivation of students (students should want to study, develop in the subject area, their goal should be the competencies declared in the program and subsequent employment, and not encouragement in the form of current grades;

2) it is much more difficult for introvert students to conduct a discussion, exchange ideas, play simulation options, record video materials, and collectively solve problems;

3) many teachers are faced with their own digital illiteracy and are forced to either retrain or change their profile of activity.

The problem of internal motivation, of course, depends on both the abilities and the socialization of students.

A.N. Leontiev, when defining activity, means that only "understandable" motives under certain conditions become "effective motives" [6, p. 522]. The product of educational activity, therefore, is the student himself, enriched with new knowledge. The object of the educational process is represented by two aspects: a) the objective content of knowledge and b) the subjective sphere of its appropriation.

The purpose of the cycle of educational activity is to connect its constituent areas, to assign the subject content of knowledge to students. Accordingly, through the socialized personal meaning, the core of the subject merges with the social environment that determines its components: conditions, means, factors of control and evaluation. Socialized personal meaning holds an individual motive and a socially determined goal.

It is internal motivation that is the motivation for development, and this is already

a factor in constructing the subject structure of educational activity. As a result of the dominance of exclusively external motives, the subject structure of educational activity is distorted [7, p. 130].

Socialized extroverts learn information most effectively through flipped learning. Features of the perception of reality by an introvert affect the quality of assimilation of the material and require additional efforts from the teacher.

Introverts prefer to work autonomously, on an individual trajectory, therefore, in the context of flipped learning, their "tempo isolation" can become both a problem and a catalyst for innovation. To stimulate reflective activity, the developers of flipped activities offer the "Think, Write, Share" strategy for collective thinking, written verbalization, charting or drawing and presenting a joint final solution to a problem task [8]. In such a context, the strengths of both introverts and extroverts, both active and reflective team members, are manifested.

The third problem of flipped learning is related to the staffing and technological equipment of the process itself. In this regard, the requirements for the teaching staff are expanded. In addition to the traditional qualification conditions, a number of new characteristics have been identified:

- system academic knowledge,
- possession of the technique,
- ability to organize research activities,
- understanding the psychological and communicative characteristics of the behavior of students,
- Possession of a high information culture in order to design electronic courses, implement distance and online learning.

3. Results

When studying English in the format of flipped classes abroad, there is a maximum immersion in the possibilities of electronic resources [9, p. 125].

The preparatory period (the time before the full-time lesson) implies an independent viewing of short video materials (6-10 minutes) by students. Materials are selected

from open sources (for example, YouTubeEDU) or created by the teacher independently (for example, using the Screenomatic platform). Post-viewing tasks reinforce the understanding of the video sequence and may include options for interactive surveys to clarify the content (true/false), multivariate tests, texts with the ability to fill gaps in content (restoring the semantic fabric of the narrative). Videos and post-view assignments are uploaded to an electronic platform and can be repeatedly viewed and worked out by students. The design of tasks provides for feedback, so incorrect answers can be corrected in the simulator mode without worrying that the teacher fixes errors. Teachers can remotely track the activity of students and, in case of failure to complete post-viewing tasks, warn them by e-mail about "non-attendance" of the virtual stage of the lesson. In the process of viewing and doing the exercises, students make author's notes in English in order to sort out incomprehensible moments with the teacher at the stage of a full-time lesson. At the stage of contact work, tasks are also provided for expanding vocabulary and semantization of specialized vocabulary in the case of aspectual learning of English (for example, academic register, business English, English for special purposes).

The teacher begins the contact stage with a survey of students on the content of the video. Students discuss the content of homework with each other and with the teacher. Students are provided with tasks of a reflective type for work in small groups. The tasks are designed to activate the processes of generalization, evaluation and analysis of educational material and provide for an oral presentation of the results of the work of each group.

In the case of integrating flipped classes into the programs of Uzbek universities, it is advisable to introduce separate elements of the strategy, since the final transition to learning using electronic platforms has not yet been regulated and worked out.

Instructional videos and audio materials for self-study can be taken from various sources:

- freely available video lessons of native speakers on specific aspects of linguistics;
- professional video support of authentic manuals;
- available for viewing or downloading English-language video materials of official websites;
- podcasts created by the teacher himself or by an invited specialist.

An example of content design can be video lectures, video seminars, video discussions in real time, various video visualization using animated files.

One of the directions for the introduction of e-learning is the creation of author's online courses in the distance education system MOODLE platform. The system is designed to implement the stages of control, correction, evaluation, providing the teacher with feedback from students, that is, the introduction of English language teaching according to the requirements of intensifying the methods of presenting, mastering and presenting material.

The advantage of the MOODLE (Modular Object-Oriented Dynamic Learning Environment) e-learning course management system is a teacher-friendly intuitive interface that does not require in-depth retraining in the field of programming.

In order to intensify the formation of foreign language communicative competence in the classroom, it is necessary to apply and comprehensively use the results of experimental activities, Socratic dialogues, discussions, peer review, and training based on projects prepared in English.

The result of remote independent work (synchronized with the participation of a teacher or asynchronous), as well as the subsequent full-time stage, can be an independent writing of an educational version of an essay, a joint compilation of a scientific report with a teacher, a collective writing of a scientific article.

The classroom format of work involves watching video clips that caused difficulty in independent work, verbal reports on these topics, a collective discussion of similar

services in your city, and reflections on their possible improvement.

Therefore, the goal of introducing a system of flipped classes is achieved as intensively as possible, since the rethinking of the learning itself brings the dynamics of teaching and assimilation of the material to a higher quality level (a higher productive level of foreign language communicative competence).

4. Conclusions

Digital telecommunication technologies provide remote performance of professional and other duties.

This principle also applies to the autonomy of university students in real and virtual space. From learners, they turn into learners.

As the content and learning process are adapted to the needs of students, the logic of the organization of the educational process is also changing.

At the disposal of teachers there are tools for remote delivery of educational material in combination with traditional testing of assimilation. The flipped learning template is aimed at self-acquisition of knowledge before classroom practice. The model is implemented through the sequential organization of three-stage training:

1) analysis of video, multimedia, web material or online interaction with students of the study group on academic assignments (an independent stage of extracurricular training);

2) a classroom lesson in an active or interactive form with a teacher in the role of an expert consultant and facilitator;

3) independent writing of an essay on the material covered or a collective implementation of the project with students of the same group.

When studying English in the format of flipped classes abroad, there is a maximum immersion in the possibilities of electronic resources.

The integration of flipped classes into the programs of Uzbek universities is being introduced point wise, within the framework of

individual courses and for individual elements of the strategy.

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