

Creating Materials for Students in EFL Teaching through Flipped Learning

Baybabaeva Shoiraxon Ismatovna

Abstract: The technologies of mixed and “inverted” (flipped classroom) learning are considered, which ensure the development of a student as a subject of self-educational activity and form his readiness for self-development in the future. The key characteristics of blended learning are highlighted. The process of “inverted” teaching of a foreign language to students of non-linguistic universities is described.

Keywords: blended learning, flipped classroom, information and communication technologies, independent work.

Introduction

The rapid development of information and communication technologies (ICT) encourages scientists and educators to explore more and more new opportunities for their effective use in the educational process, which, in turn, explains the increased interest in the problem of blended learning. Analysis of the works of foreign and domestic researchers (C.R. Graham, C.J. Bonk, D.R. Garrison, H. Kanuka, M. Oliver, K. Trigwell, C. Twigg, etc.) allows us to conclude that traditionally, blended learning is understood as a model that integrates the traditional full-time form of education and electronic / distance learning and involves the replacement of part of the traditional training sessions with various types of educational interaction in the electronic environment [2].

Discussions

K.J. Bonk and C.R. Graham identifies three main components of flipped learning:

- traditional learning in the presence of personal contact between students and the teacher in the form of classroom lessons, the so-called face-to-face instruction;
- independent work of students, including various types of activities (search tasks on the Internet, work in blogs, chats, wikis, Skype, etc.) without the help of a teacher (computer-mediated instruction);
- e-learning, which consists in performing various tasks on the Web, participation in webinars, online conferences, etc. [9].

K. Sennamo and D. Kalk consider blended learning as a combination of classroom learning with independent work online at the pace and volume that each student directly chooses [1].

K. Reed and H. Singh describe blended learning as a training program that uses more than one way of presenting material in order to optimize learning outcomes and program implementation costs [6]. Yu.I. Kapustin considers blended learning as a model for using distributed information and educational resources in face-to-face learning using elements of asynchronous and synchronous distance learning [5]. P. Valitan emphasizes that the ways of presenting material in blended learning can include face-to-face classrooms, e-learning, and self-paced learning [6]. D. Garrison and N. Vaughan note that blended learning is the integration of carefully selected and complementary traditional educational technologies (face-to-face) and ICT (on-line approaches and technologies).

Flipped learning and its operational level 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 (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 face-to-face teaching activities "teacher-student".

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.

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.

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.

The advantage of the method in learning English for students is as follows:

- 1) work at a comfortable pace and the ability to use authentic electronic content (building your own trajectory for mastering the material);
- 2) providing full feedback from the teacher: expert consulting, facilitation;
- 3) an in-depth understanding of program topics as a result of intensive team work in the reporting classroom session;

Disadvantages of the method:

- 1) the problem of insufficient internal motivation of individual students;
- 2) psychological barriers of students-introverts in the process of interactive interactions in the classroom;

3) insufficient digital literacy of some older teachers.

The problem of staffing and technological equipment of the process of flipped learning is solved by the administration of the university through the organization of additional training, retraining, training courses and the purchase of appropriate equipment.

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 Russian universities is being introduced pointwise, within the framework of individual courses and for individual elements of the strategy.

Reconceptualization of the ways of presenting, assimilation and use of educational material in actual situations of the profession is achieved by rethinking the learning itself, which brings the dynamics of teaching and assimilation of the material to a higher quality level. The formation of foreign language competence within the framework of such a strategy is brought to the possibilities of authentic and professional communication and brings the communication process closer to the training option required by modern employers.

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