Implementing Flipped Learning in Teaching Sociolinguistic Analysis

Baybabayeva Shoiraxon Ismatovna, Usmanova Nilufar

Teacher, Uzbekistan State University of World Languages

---***---

Abstract: The article deals with the issues based on implementing flipped learning in teaching sociolinguistic analysis. The main attention is focused on the selection of the "flipped classroom" educational technology, which is referred to as blended learning models. The flipped classroom learning model consists of the following components: updated content, interactive methods, organizational forms, traditional and distance learning tools, and a set of self-developed tasks and exercises for the three stages of working with feature films (pre-viewing, viewing, post-viewing).

Keywords: flipped classroom, interactive methods, foreign language, learning tools, educational material.

INTRODUCTION

The Flipped Classroom is a new pedagogical method that uses asynchronous video lectures and practice tasks as homework, as well as active group problem-solving sessions in the classroom. It is a unique combination of learning theories that were once considered incompatible - active, problem-based learning activities based on constructivist ideology and teaching lectures based on direct teaching methods based on behavioral principles. The reason why this learning model using blended learning is called "flipped" is because the students do their work not in the classroom, but at home, so the students can work on the problems, do their practical tasks in the class. The advantage of using flipped learning is that the teacher can pay more attention to each student and work with them individually. The purpose of the study: to ascertain the effectiveness of the Flipped Classroom in teaching English as a foreign language. Increasing the effectiveness of teaching a foreign language and, on this basis, improving the quality of practical knowledge of the language being studied today continues to be one of the most urgent problems of methodological science. Obviously, in conditions of high intensity of the information flow and rapid data obsolescence, in addition to the use of modern information technologies, new technical means, it is necessary to improve the methods of teaching a foreign language and create other conditions for organizing the process of linguistic training at a university.

A flipped classroom (lesson) is a teaching model in which the teacher provides material for self-study at home, and in the face-to-face lesson, there is a practical consolidation of the material. Flipped learning is characterized by the use of vodcasts, podcasts, and pre-vodcasting. Before getting into the details, let's understand the key concepts.

A podcast is a sound file (audio lecture) that its creator sends by subscription via the Internet. Recipients can download podcasts to their devices, both fixed and mobile, or listen to lectures online.

Vodcast (Vodcast from video-on-demand, i.e. video on demand) is about the same as a podcast, only with video files.

DISCUSSIONS

The flipped classroom model is sometimes blamed for weakening the role of the teacher. In fact, the transition to this model opens the way to increasing the importance of the role of the teacher in learning. The teacher can

spend the time freed up due to pre-casting on more complex professional tasks - consolidating and deepening the knowledge gained by students on their own.

The flipped classroom is often confused with distance education. The difference lies on the surface - the time of classroom work "face to face" remains unchanged, only its content changes fundamentally.

Other critics of the flipped classroom argue that the model degrades the traditional aspect of education by not being able to promptly ask the lecturer questions. Defenders of the model respond that the need for such questions is reduced by additional features that appear when using LMS:

an incomprehensible place of the video lecture can be reviewed as many times as you like; you can refer to the FAQ (frequently asked questions);

you can ask questions to other students using the discussion module in the LMS (here, the mechanisms of the social theory of knowledge are additionally included);

One can send questions to the teacher via the built-in email to get clarifications in the upcoming class session.

Despite criticism, after a decade of its existence, the popularity of the flipped learning model continues to grow. This is confirmed by a chart obtained using Google Trends. Flipped Class and Flipped Learning are used as key terms.

Sociolinguistic competence is the ability to choose and use adequate language forms and means depending on the purpose and situation of communication, on social roles, participants in communication, that is, on who is the communication partner. An in-depth consideration of the sociocultural processes taking place in a modern multicultural society contributes to the search for new approaches and methods of teaching a foreign language, the introduction of a new approach to the study of the sociolinguistic/sociocultural situation and, consequently, sociocultural competence, "the theoretical and practical readiness of the communicant for sociocultural activities" [1, P. 7]. According to V.V. Safonova, "the student must be able to adequately respond and reflect, based on cultural, social, political, interpersonal events" [2, P. 32].

It is well known that sociocultural competence is formed in parallel with mastering the culture of native speakers. In the formation of sociocultural competence in foreign language lessons, the role of authentic materials containing linguistic and cultural information, which are contained in feature films, is noticeably increased.

At the scientific-theoretical and scientific-methodological levels, the relevance of the study is caused by the insufficient development of theoretical approaches to organizing the process of forming socio-cultural competence through authentic feature films, as well as pedagogical means and methods for developing this competence when teaching a foreign language.

The flipped class as a new technique in our country requires more effort and patience for preparation, as well as for the availability of technological means. The lack of Internet technologies, both in the classroom and at home, greatly affects the process of the flipped classroom as a whole. It becomes impossible to prepare for the class and consolidate the material through the Moodle program. Advantages and Disadvantages of the Flipped Class Model

Advantages and disadvantages

➢ Individual consultations of the teacher with each student (individual approach): - in the course of checking the assimilation of independently studied material, the teacher has more time to explain to the students the points that caused them difficulty - interactive interaction and educational cooperation both between the students themselves within the study group, and between the teacher and the student (active participation

in the dialogue - the exchange of questions and answers on the problem under study, group discussions, etc.) - monitoring the process of assimilation of educational material at each of its phases disadvantageous position, since they study only the minimum of the necessary material (basic level) - different degrees of assimilation of knowledge leads to the fact that part of the students who have mastered the new educational material faster and better will be forced to get bored when completing tasks at the basic level or when the teacher works with poor success. students who regularly demonstrate incomplete or zero understanding of the material being studied - when independently completing tasks of an increased and high level of complexity, well-performing students will constantly distract the teacher from explaining the material in order to receive individual advice

➢ Comfortable, individually adjustable pace for each student: - each student can manage the progress of learning, adjust the speed of classroom and homework, guided by their mental abilities and some personal properties, such as memory, attention, hearing, etc. • Evaluation of students' educational achievements : - when studying the subject at an in-depth level, students receive higher marks, with a minimum degree of difficulty - lower

➢ Development of cognitive interest and the formation of strong knowledge and skills in students through homework. Students do not ignore homework, as the interactive learning of educational and practical materials involves: - wide access to any sources of information - the ability to repeatedly listen / view the teacher's explanations recorded on information media at home - fixing emerging questions in order to subsequent analysis at the lesson together with the teacher and other students who have mastered the necessary material

➢ Large time costs on the part of the teacher for preparing for the lesson and planning it: - more careful selection of didactic materials - development of an electronic interactive course, including the creation of their own thematic training audio and video lectures - search for authentic films, their processing and adaptation to the educational situation - constant updating of information, taking into account the requirements and wishes of students

➢ Selection and didactic structuring of the content of educational material (volume, complexity): educational material must be authentic and modern, contain sociolinguistic and sociocultural information • Technical equipment in classrooms: - lack of a PC / availability of a PC, but without Internet access

➢ Motivation for learning activities, creating a favorable psychological climate in the classroom contributes to the successful assimilation of the material • Emotional component of mood and attitude to the learning process, depending on the student. Some students have: - weak intellectual activity; - low level of motivation for learning due to the inability to learn; - significant volitional and emotional efforts at the initial stages of the implementation of the educational process

1) the possibility of a real differentiated approach, the transition to personalized learning;

2) increasing the level of motivation for learning, stimulating the cognitive activity of the student;

3) fostering a sense of responsibility for learning;

4) formation and development of skills of independent / group work;

5) increasing the efficiency of doing homework;

6) the emergence of additional opportunities for using various sources of information, including through electronic and mobile devices;

7) a positive change in the position of the teacher in the learning process, students feel the need for a teacher-facilitator, consultant, tutor, partner.

As part of the discussion on the practical application of the "Flipped Classroom" learning model in foreign language classes, it should be emphasized that this technique can be aimed primarily at:

✓ development of perception and understanding of foreign speech by ear, i.e. through listening, the development of speaking, reading and writing skills is carried out;

✓ mastering the grammatical structure of the language being studied.

The advantages of this technique include the fact that it allows not only to study new material, but also to repeat, consolidate and generalize the past.

The analysis leads to the following conclusions: The inverted class is a promising method that is in demand in Europe and America. There are factors that affect the effectiveness of the Flipped Class. The presence of technical material is necessary both in the school environment and at home. The process of class preparation will take more effort from the teachers. The main conclusion that can be drawn is that the environment, age and even the scope of work affect the educational process as a whole. Due to the lack of native speakers and the inability to provide all children with technical material, it becomes difficult to use the Flipped Classroom in secondary schools. But as far as students are concerned, the classroom layout is promising. The effectiveness and relevance of this approach have been proven, but it should be noted that research must continue and sociolinguistic competence must be called into question. As we have argued before, flipped learning can be seen as a promising direction in the field of teaching English.

The advantages of this technique include the fact that it allows not only to study new material, but also to repeat, consolidate and generalize the past. To determine the degree of assimilation of the material, it is recommended to carry out control (stage-by-stage, milestone) in the form of tests, testing, blitz surveys, interviews, projects, presentations.

The data obtained in the course of a survey conducted to identify the readiness of students to independently master the basic educational material in a foreign language based on the use of specially developed audiovisual didactic tools indicate that preference is given to such an organization of education, which takes into account:

✓ personal level of language training of students;

✓ individual characteristics;

✓ the emotional component.

CONCLUSION

Despite the obvious advantages of the "Flipped Classroom" technology, we focus on the fact that this idea still needs to develop a methodology for teaching a foreign language in an electronic environment in a non-linguistic university and subsequent experimental testing. It is also worth noting that the implementation of this information and communication technology is impossible without providing e-learning with high-quality and relevant educational and teaching materials.

It is important to conduct a deep scientific analysis and comprehensively study the "Flipped Learning" model, which connected the traditional classroom-lecture system and digital education. And only having received good results, which would indicate that with its help a linguistic personality is formed, capable of effective self-realization in the field of a foreign language.

References:

1. Safonova B.V. Sociocultural approach to teaching foreign languages. M.: Higher. School, Amskort International, 1991.

2. Solovova E.N. Methods of teaching foreign languages. Basic course of lectures. Moscow: Education, 2008.

3. Azimov E.G., Schukin A.N. Dictionary of methodical terms. Theory and practice of teaching languages. St. Petersburg: Zlatoust, 2008.

4. Sysoev P.V. Multicultural Language Education: Theory and Practice. M.: Glossa-Press, 2008.

5. Muravieva S.G. The concept of socio-cultural competence in modern science and education // Bulletin of the Tyumen State University. Pedagogy. Psychology. 2011. No. 9.

6. Nosonovich E.V., Milrud R.P. Parameters of an authentic educational text // Foreign languages at school. 1999.

7. Baryshnikov N.V., Zhoglina G.G. The use of authentic video documents in the professional training of foreign language teachers // Foreign Languages at School. 1998.

8. Safonova V.V. Cultural studies in the system of modern language education // Foreign languages at school. 2001.