Implementation of Flipped Learning Classroom in Academic Context of Higher Education

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Abstract: The article deals with the issues based on implementation of flipped learning classroom in academic context of higher education.

The “Flipped” learning approach is becoming increasingly popular not only in schools, but also in universities. It creates opportunities for solving complex pedagogical problems in education. Since, on the one hand, the teacher can work individually with students with different levels of education, who are representatives of different cultures. So, on the other hand, it allows the teacher to organize the joint work of students on projects in the classroom by groups artificially created by him, from students of different cultures and levels of education.

Keywords: pedagogical paradigm, education, “Flipped” learning, higher education.

INTRODUCTION

Modern society is characterized by the virtualization of life and public communications. Information and communication technologies (ICT) are actively used in the economy, management, medicine, culture, they have deeply penetrated into our daily life and have already changed our behavior, communication methods, our approaches to work, leisure, our way of life. The inevitable introduction of digital technologies into the educational process requires a revision of the existing pedagogical paradigm based on the narrative nature of knowledge transfer. Given the impressive amount of information available to students through the Internet, it is clear that the teacher is no longer the only source of knowledge. To improve the quality of education, it is necessary to introduce new approaches to learning, more adapted to the needs of today's students.

In addition, innovation is a key factor in the development of modern society. To meet the challenges of the future, it is necessary to prepare students for professions that do not yet exist, for technologies that have not yet been invented, for solving problems that cannot be imagined. In the context of constant economic and social changes, it is very important to teach students to learn independently, update their knowledge throughout their lives, and constantly improve their skills. In this regard, the teacher faces the difficult task of choosing methods and forms of organizing educational activities, the implementation of which in the specific conditions of an educational institution will give a high level of quality in student training.

Recently, the so-called hybrid or blended learning has become widespread abroad, which consists in the active use of elements of distance learning, electronic educational resources, collaborative platforms, digital technologies and the Internet. One of the latest trends in foreign pedagogy in developed countries, in particular France, is the “flipped classroom” technology, which is one of the forms of blended learning. The flipped classroom is a new approach to organizing learning in which classroom and extracurricular work are reversed. Intersecting also with problem-based learning, this method is more flexible and ensures greater involvement of students in the learning process, allows you to create a dynamic and creative environment in which students learn to think critically and work through the tasks together [1, p.38].

The term "flipped classroom" is a literal translation of the English term "flipped classroom" or
"inverted classroom". A distinctive feature of the flipped classroom is the complete or partial transfer of the process of transferring knowledge to independent study. Flipped learning is a pedagogical approach in which learning directly transitions from a group learning space to a separate, individual learning space, and transforms the resulting group space into a dynamic, interactive learning environment where the teacher guides students as they apply concepts and engage creatively in learning.

At the same time, the flipped classroom time is used for interactive activities that develop critical thinking and creativity. The English definition of a flipped classroom ("reading at home and homework in the classroom") is, according to many French educators, too simplistic. M. Lebrun, one of the authors of the book “Flipped Pedagogy”, writes that flipped learning is not essentially a new method, but rather a new way of thinking, the purpose of which is to optimize classroom work with students through extracurricular activities aimed at in-depth study of the subject [2]. At the same time, the task of the teacher is to motivate students to independently search for knowledge outside the classroom, to teach not only to search for information, but also to check its reliability, analyze, critically comprehend, and then in the classroom to achieve an active intellectual reaction to the educational material, which is a necessary condition for the development of new knowledge.

The use of the flipped classroom method in higher education has certain prerequisites. The philosophy of this approach goes back to Socrates and his method of stimulating thought and establishing the truth - maieutics, the art of getting the right answers among students. The Socratic method was based on a dialogue between two students, for whom truth and knowledge are not given in a ready-made form, but represent a problem and involve a search, respectively, require preliminary preparation for the lesson. Socrates saw his task in talking and asking more and more new questions, to encourage his students to find the truth themselves.

Although the term "flipped classroom" is relatively recent, some of its principles have been used by educators for a long time. In particular, E. Mazur, a professor of physics at Harvard University in the USA, gave lecture material to students in advance so that they would come to class prepared, at least familiar with new concepts and terminology. At the beginning of the lesson, Mazur conducted a small survey, the results of which were a signal for the teacher, to what extent the educational material was mastered, what questions should be paid special attention to, then in-depth study of the material and problem solving took place in mini-groups. Unlike traditional lectures on physics, Mazur did not show solutions to similar problems, encouraging students to think about and apply general principles and theories in various situations. Intermediate and final tests conducted by Mazur demonstrated a higher level of mastering the educational material compared to the traditional teaching method [3].

MATERIALS AND METHODS

The term “flipped classroom” was first used in 2007, when two high school chemistry teachers in the United States, D. Bergman and A. Sams, began distributing to their students not printed materials, but video lessons that could be used to study new educational material at home. The school where Bergman and Sams worked was in the countryside; students often missed classes. To save their time and not to conduct additional lessons with absentees, teachers came up with the idea to record their lessons on video. Thus, students who missed a lesson could watch the video recording of this lesson at home at a convenient time for them. The students enthusiastically accepted the proposed approach to self-study of the lesson material. Moreover, the video lessons began to be reviewed by those who were in class, especially during the period of preparation for exams. According to Bergman and Sams, as a result of the experiment, the number of underachieving students significantly decreased [4]. The success of the video tutorials served as an impetus for further development and experimental testing of this idea in terms of finding ways to optimally deliver educational content.

This method has become a small "revolution" in relation to traditional education and an opportunity for professional development and self-improvement for progressive teachers who,
without neglecting the process of transferring knowledge, directed their efforts towards student-centered learning and the development of students’ competencies.

Currently, there are several forms of flipped learning [2]. The classic model of flipped learning involves a preliminary acquaintance of the student with the theoretical material of the upcoming lesson. Materials for preparation can be given both in the form of a basic lecture note or a paragraph of the textbook, and in the form of slides, video and audio documents. In the classroom, the teacher organizes a discussion of the studied material, explains difficult points, answers questions, uses interactive teaching methods. It should be noted that despite the fact that education is partly conducted remotely, this model continues to resemble the traditional education system and is of a broadcasting nature: first, theories, concepts and models are studied, and then their practical application.

The next model of flipped learning, conditionally called "advanced", also provides for two stages - extracurricular and classroom and involves a gradual complication of the level of tasks and the expansion of activities. During the preliminary preparation, students independently search for information on a given topic, read articles, watch videos, in mini-groups or individually prepare abstracts that they will present in the audience, questions for debate or a round table.

DISCUSSIONS

They post the results of the work on a joint electronic platform so that the teacher and other students have the opportunity to familiarize themselves with them in advance and better prepare for the lesson. Thus, the independent work of each student is monitored. In the audience, a presentation of the prepared theses, a discussion of the material read, a reasoned analysis of the work of each group, the creation of a common conceptual picture based on opinions, comments, and judgments made, or a mini-colloquium in which one group makes a presentation and the other organizes a debate, are carried out.

And, finally, the system or combined model of the inverted class implies, as its name implies, a combination of the first two models. The essence of this model is not to change the place where a certain type of activity is performed, but to rearrange the key components of the educational process. The traditional sequence of competencies involved (memorization, understanding, application, analysis, synthesis, evaluation) is changing. First, the practical application of the theory or model is studied, and only then its theoretical justification. In the context of increasing the practice-oriented educational process, this model of flipped learning is a pedagogical approach that is closest to reality, since in everyday and professional life it is very often necessary to make decisions under conditions of uncertainty or risk, especially in the field of economics. At the remote stage, students in mini-groups work with a task or a problem situation, try to evaluate it, search and analyze the information necessary for an objective assessment of events, and offer solutions. The audience presents the found information and sources, under the guidance of a teacher they analyze the problem, compare the advantages and disadvantages of each of the proposed solutions. After that, the distance stage again follows, during which students study the theoretical foundations of the issue, the experience of working on this issue. At the final stage, the audience sums up and consolidates all the studied material on the topic; the applicability of this model or theory to other situations is analyzed.

Thus, with this approach, the nature of knowledge changes. If in traditional pedagogy knowledge is given ready-made, structured, logically built, then flipped learning requires the active participation of the student in finding, comprehending, processing for further use, which stimulates interest in the subject being studied, provokes the student to independent thinking, expanding the boundaries of knowledge of the subject . The role of the teacher is also changing. The teacher becomes a consultant, an organizer of various types of student activities, accompanying in the formation of certain competencies, a leader and curator of work, a manager, a moderator [5].

The flipped classroom technology significantly changes the process of traditional assessment
based on the reproduction of knowledge and its application in a well-defined academic situation. Various models of the flipped classroom allow the use of a wider arsenal of forms for monitoring students’ knowledge, depending on the tasks that the students faced. In the event that the information was not provided by the teacher, but the students themselves had to find it, the approaches used to search for information are evaluated, as well as the quality of the information itself. If the student had the task of informing the group of the information received and organizing a discussion, the quality of communications within the group, the contribution of each to collective knowledge, and the effectiveness of mutual learning are assessed. Peer assessment and self-assessment are also essential.

One of the important features of flipped learning is interdisciplinarity. In the traditional school, problem situations are highly theoretical, since they are most often developed within the same discipline. However, the real problems that graduates will face in their future professional practice often require an interdisciplinary approach, and the complexity of their solution is caused precisely by their interdisciplinary nature. Any competence is formed within the framework of several courses at once, it is enriched and developed through various activities offered by different teachers. In our opinion, in order to provide quality education that will be in demand in real life, the teacher must know exactly what is happening in other courses of the program, and, together with colleagues from other fields of knowledge, develop such interdisciplinary situations that will give integrity to the acquired knowledge and contribute to the formation complex vision of the problem. This is what the modern professional community expects from graduates.

CONCLUSION

Flipped learning allows you to gradually increase the volume and complexity of tasks, taking into account the level of students and, thanks to information technology, organize control at each stage of extracurricular work. If we take into account the fact that the information that students have to master becomes many times more, flipped learning becomes an effective way to achieve the goal, since with an equal amount of classroom time, the student, subject to high-quality independent work, receives much more theoretical information and practical skills. At the same time, the student can review or reread the teaching materials several times, can work at a pace convenient for him, in a comfortable place, can formulate and send a question to the teacher.

We consider it necessary to emphasize that the introduction of the flipped classroom technology into the educational process will complicate the work of teachers, will require mastering new pedagogical techniques, studying the specifics of the specialty of future graduates, preparing new materials, creating multimedia content; but this work will pay off by improving the quality of student training.

References: