Using the "Flipped Classroom" Mixed Learning Model for the Formation of Phonetic and Phonological Competence

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Annotation: The article deals with the problem of the formation of phonetic and phonological competence in teaching English in the context of modern FGOS and the potential of the model of mixed learning "Flipped Classroom" for the formation of this competence. The essence of phonetic and phonological competence, its relation to communicative competence and the reasons why this competence is important during English language teaching are revealed. The potential of the "Flipped Classroom" mixed learning model for the formation of phonetic and phonological competence and the implementation of new FGOS requests is identified and justified. The analysis of the features of this learning model is carried out; its advantages and disadvantages are revealed, as well as difficulties in implementing it into the educational process.

Keywords: Flipped Classroom, mixed learning model, communicative competence

This paper discusses possible ways to implement both general and unique norms of the new State Educational Standard (hereinafter referred to as the State Educational Standard) for the subject "English", as well as ways to increase the motivation of students to study the phonetic side of the English language with the help of modern educational technologies and models, and in particular – the model of mixed learning "Flipped Classroom".

The main problem of this work is the following: "How can the Flipped Classroom technology are used to form phonological competence in secondary school students?"

The relevance of this problem lies in several aspects. Firstly, the English language and the ability to use it both for professional purposes and for everyday communication is quite in demand at this point in time. Consequently, the possession of a foreign language communicative competence, including phonological, grammatical and lexical aspects, is also in demand, since this competence is a key in teaching English. Secondly, the new requirements of the State Educational Standard – the formation of universal educational actions, obtaining met subject results and the development of competencies are necessary for implementation, both from a legal point of view and in order to "keep up with the times". Modern information technologies and new educational models that implement them, such as, for example, the "Flipped Classroom" mixed learning model, can help in this. Thus, all of the above aspects are relevant and can be used for the benefit of each other.

In order to solve the above problem, the following tasks were formulated:

1. to find out what is the competence approach, communicative competence and phonetic-phonological competence

2. to reveal the history of the appearance and features of the "Flipped Classroom" mixed learning model

3. to identify the features, advantages and disadvantages of using the "Flipped Classroom" model in various lessons, including English lessons

4. analyze the QMS in order to find out the amount of material in them for the formation of phonological competence;

5. develop an elective course for the formation of phonological competence of secondary school students based on the "Flipped Classroom" technology;

6. develop a set of exercises and methodological recommendations on the use of "Flipped Classroom" technology in English lessons.

In the course of the study, the first three tasks were solved. It was found out that the State Educational Standard is the basis for all education in Uzbekistan. The State Educational Standard helps to determine the ways of development of Uzbek education, while at the same time being a reflection of modern society and its demands for further progress and development. So, in the latest edition of the State Educational Standard, the authors focus on obtaining meta-subject results and the formation of various competencies among students. To begin with, it is worth considering what "meta-subject results" and "competence approach" are. The "competence-based approach" to education was introduced in Uzbekistan in the early-mid 2000s and was marked in 2005 by the decision of the Board of the Ministry of Education and Science of Uzbekistan "On priority directions for the development of the educational system of Uzbekistan. The "competence approach" is most often understood as the orientation of the educational process towards the development of competencies, that is, the ability to solve certain professional tasks by searching, processing, analyzing and selecting the information necessary to solve this problem, as well as by using the skills acquired during the educational process to solve these problems [Orekhova 2016: 115]. By "metasubject results" is understood the mastery of universal learning activities, that is, the ability to self-educate and independently set goals, select information and ways to solve certain tasks, both in the educational context and in the context of real life situations. The concept of meta-subject results is not unique for any particular subject, but is a necessary component for all subjects [Selivanova 2014: 36].However, the implementation of the competence approach varies for each subject. Thus, the formation of communicative competence, that is, the ability to use a foreign language to communicate with native speakers of this language, is a key for all foreign languages, including English. There are several components that make up a communicative competence:

1. phonetic and phonological

2. lexical

3. grammatical.

The "phonetic-phonological" component of communicative competence means knowledge about the sound system of the language being studied, as well as skills and abilities to implement this knowledge in real language situations [Kaplun 2007: 278]. The phonetic-phonological component of communicative competence, perhaps, receives the least attention of all three components from students and teachers. Most often, preference is given to the lexical and grammatical component during English language teaching, since it is believed that these components are the most relevant. However, the possession of the phonetic and phonological component is an important and integral aspect of communicative competence, since this aspect helps to ensure the success of communication through the use of a foreign language, because without the ability to correctly articulate sounds and use them appropriately, the interlocutor simply will not be able to understand the speaker. Despite the great importance of this aspect of communicative competence, it is given a fairly small amount of attention in textbooks and scientific papers. Because of this, students have no motivation to study the phonetic and phonological aspect of communicative competence when learning English.

Modern information technologies, which are also products of the current society, can be used in the educational process not only to increase motivation to learn foreign languages and its components, but also to implement new requirements of the State Educational Standard – a competence-based approach to education and obtaining meta-subject results. An example of the implementation of ICT technologies in the educational process can be the technologies of "blended learning", which imply a combination of the most effective aspects of traditional

education using computer technology and the Internet. One of the most popular models of "blended learning" is the "Inverted Classroom" or "inverted classroom" model. The prerequisites for the appearance of this model existed as early as the early 1990s, but its popularizes were American chemistry teachers A. Sams and J. Bergmann. The "inverted classroom" is understood as a model of education in which the teacher and the student assume new roles: the teacher assumes a more passive position, becoming the organizer and moderator of the educational process, directing it in the right direction and providing his students with the necessary resources to work with the course and its topics. The student, in turn, assumes a more active position, becoming more involved in his own educational process through self-study of the necessary lecture materials.

Thus, the educational process itself is "overturned". The basis of homework is the study of materials and video lectures, working out the basic aspects of these lectures using online tests, evaluating the work of classmates and classmates, using feedback from the teacher as the materials are studied. Classroom work consists of discussions on the topic (including asking questions in case of misunderstanding of certain aspects of the lecture material studied at home), debates, project activities, thereby deepening the knowledge of students on the topic. Thus, under the supervision of a teacher, that is, in the classroom, there is a practical application of the knowledge and skills acquired at home [Enbaeva 2017: 149].

Based on this, we can say that students work independently with information at home, which helps in the development of universal learning activities, competence to work with information, thereby implementing a new State Educational Standard by obtaining meta-subject results. The competence-based approach, also enshrined in the State Educational Standard, is implemented in the classroom by focusing on the application of knowledge and skills acquired at home during discussions, debates and project activities, contributing to the deepening of knowledge and skills development of students on a specific topic of the course. A feature of the "inverted class" model is also its "flexibility". Thus, students are less constrained by such aspects as time, place, pace and trajectory. This means that each student can study the materials he needs in a convenient place, at a convenient time, with the opportunity to re-read the lecture, review the video or retake the test in case of misunderstanding, which makes it possible to pass the material at his own pace. Flexibility in relation to the "trajectory" means that the student has the opportunity to focus his attention on the most interesting aspects of the lecture in order to further discuss them in the classroom [Horn 2012: 6].

Consequently, the aspect of "flexibility" increases the motivation of students, reduces the stress factor associated with the educational process and implements an individual approach to each student. Among the disadvantages and difficulties in implementing the "inverted classroom" model, the following stand out: the need for a strong reworking of the educational process, the lack of technical equipment and knowledge to create content for students, the unwillingness of students to do more independent work [N.L. Antonova 2018: 242]. Despite this, the "inverted class" continues to develop and acquire new forms, which is proved by experiments using this educational model. So, K.N. Volchenkova describes the experience of using the "Flipped Classroom" technology and says that the course based on the "inverted classroom" was crowned with greater success and efficiency than the same course based on the traditional training system [Volchenkova 2019: 99].

In the future, it is assumed that the remaining tasks will be solved to solve the problem of this work. The UMC will be analyzed to identify the amount of phonetic material provided in the textbook, which can be used to form phonological competence among students. And the studied UMK "Inverted Classroom" and the studied UMK, focusing on motivating students to study the phonetic side of the English language and contributing to the formation of phonological competence. A set of exercises and methodological recommendations on the use of the "Inverted Classroom" technology in English lessons will also be developed.

The theoretical significance of this work is its compilation aspect, that is, the collection and systematization of all relevant information on the topic of the "inverted classroom" and its place in the modern educational system.

Accordingly, the theoretical provisions of this work can be used to further explore the possibilities of the "Inverted Classroom" technology. The practical significance of this work is the possibility of using the compiled course, exercises and materials for it when teaching English at school, at a higher educational institution or at elective courses.

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