

USING FLIPPED CLASSROOM TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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Abstract

This article analyzes the theoretical and practical foundations of using Flipped Classroom technology in English language teaching. The essence of this approach is explained as students' independent acquisition of new knowledge (through video, audio, and digital resources), while classroom time is mainly devoted to practical activities, discussions, and interactive tasks. The study also highlights the importance of flipped classroom technology in developing students' communicative competence, fostering independent learning skills, and improving the overall effectiveness of the learning process. Furthermore, effective methods of implementing this approach in English language classes, along with its advantages and existing challenges, are scientifically substantiated.

Keywords

Flipped Classroom, inverted classroom technology, English language teaching methodology, interactive learning, independent learning, communicative competence, digital learning resources, innovative methods, blended learning, learning effectiveness.

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ «ПЕРЕВЁРНУТЫЙ КЛАСС» В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

В данной статье анализируются теоретические и практические основы использования технологии «перевёрнутый класс» в обучении английскому языку. Раскрывается сущность данного подхода, заключающаяся в самостоятельном освоении учащимися нового материала (с использованием видео-, аудио- и цифровых ресурсов), в то время как учебное занятие направлено преимущественно на практическую деятельность, обсуждения и интерактивные формы работы. Также обоснована значимость данной технологии в развитии коммуникативной компетенции обучающихся, формировании навыков самостоятельного обучения и повышении эффективности образовательного процесса. В статье научно обоснованы эффективные методы применения данной технологии, её преимущества и существующие проблемы.

Ключевые слова

перевёрнутый класс, технология flipped classroom, методика преподавания английского языка, интерактивное обучение, самостоятельное обучение, коммуникативная компетенция, цифровые образовательные ресурсы, инновационные методы, смешанное обучение, эффективность образовательного процесса.

Introduction. Today, integrating the traditional educational process with innovative teaching technologies, as well as widely implementing digital tools and modern pedagogical approaches, has become one of the priority tasks of the higher education system. In the context

of globalization, the content and forms of learning are undergoing fundamental changes, with particular emphasis placed on developing students' independent learning skills, as well as fostering their creative and critical thinking abilities. From this perspective, the need to use innovative methods and technologies to effectively organize the educational process is steadily increasing.

The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, approved by the Presidential Decree No. PF-5847 dated October 8, 2019, defines the modernization of the higher education system, the introduction of advanced pedagogical technologies, and the training of highly qualified and competitive specialists as key priorities to be elevated to a new stage. In implementing these tasks, the digitalization of the educational process, the development of distance learning, and the effective use of modern pedagogical approaches—such as *blended learning*, *flipped classroom*, artificial intelligence, and virtual reality technologies—are of great importance.

In particular, within the framework of the *blended learning* model, the widely used *flipped classroom* technology enables the optimization of the educational process, enhances students' independent learning activities, and ensures efficient use of classroom time. In this approach, theoretical materials are mainly studied outside the classroom, while in-class sessions are devoted to practical tasks, discussions, and interactive activities. As a result, students' communicative competence, critical thinking skills, and self-development abilities are further improved.

At the same time, the effective implementation of *flipped classroom* technology in leading foreign higher education institutions, particularly in universities ranked highly in international rankings, further confirms its practical significance. This technology is especially important in English language teaching, as it contributes to the comprehensive development of students' language skills, brings them closer to real communicative environments, and enhances the overall effectiveness of the learning process. Therefore, this study aims to analyze the theoretical foundations of using *flipped classroom* technology in English language teaching, to highlight its practical opportunities, and to scientifically substantiate its role in improving educational effectiveness.

Main Part. In the higher education system, *flipped classroom* technology is increasingly being implemented, although in some cases it remains a subject of scientific and pedagogical debate. Many professors and instructors acknowledge the potential advantages of this model and emphasize its positive impact on the learning process. The results of initial studies also largely confirm its effectiveness. The rationale of this approach lies in enhancing students' active engagement with learning materials, increasing the interaction time between teachers and students, and improving the overall quality of education.

The flipped classroom technology is an important form of *blended learning*, in which students primarily become acquainted with new topics outside the classroom, while in-class sessions are devoted to activities aimed at reinforcing acquired knowledge through practice. This model fundamentally transforms the traditional teaching system and allows for a more effective organization of the educational process. In particular, students independently acquire new knowledge through video lectures, electronic resources, and other digital tools, whereas classroom time is mainly dedicated to discussions, analysis, practical exercises, and interactive tasks.

Another important aspect of this approach is the possibility of individualizing the learning process. In the flipped classroom model, collecting and analyzing data about students' learning activities plays a crucial role. Such data can be obtained from various sources, including online assessment systems, learning management systems (LMS), digital tools, and student feedback. Based on this information, teachers gain a comprehensive understanding of each student's

individual characteristics—strengths and weaknesses, learning styles, interests, and needs. As a result, the educational process becomes more flexible and effective.

According to scientific literature, although flipped classroom technology gained widespread popularity in the early 2000s, its origins date back to the 1990s. The term “flipped classroom” was introduced by American educators Jonathan Bergmann and Aaron Sams, who began recording their lectures in advance and enabling students to study them independently, thereby freeing up classroom time for interactive activities and improving teaching effectiveness.

Thus, flipped classroom technology represents an innovative, learner-centered, interactive, and efficiency-oriented approach that plays a significant role in the modern education system.

The rotation model, which is an essential component of blended learning technology, includes several sub-models, such as flipped classroom, station rotation, lab rotation, and individual rotation. All these models are widely used to effectively organize the educational process, ensure flexibility, consider students’ individual needs, and integrate digital technologies into learning.

In particular, the station rotation model can be effectively applied in English language classes, where the classroom is divided into various learning stations or centers. Each station offers a different type of activity, such as teacher-led instruction, collaborative group work, independent practice, or online learning modules. Students rotate between these stations according to a fixed schedule or based on their individual progress. This approach enables the comprehensive development of language skills, including listening, reading, writing, and speaking.

One of the key features of the rotation model is the deep integration of modern technologies and digital resources into the learning process. Online platforms, interactive programs, and educational applications are used to deliver content, provide exercises, assess student performance, and monitor progress. As a result, English language instruction becomes more personalized, creating a learning environment tailored to each student’s needs.

Among the sub-models of the rotation model, flipped classroom technology is particularly effective in English language teaching. According to this approach, students familiarize themselves with new material before class by watching video lessons, reading texts, learning vocabulary, and using various digital resources to gain foundational knowledge. During classroom sessions, teachers organize interactive activities taking into account students’ knowledge levels, interests, and communicative competence.

The use of flipped classroom technology in English language teaching is especially effective, as it transforms students into active participants in the learning process. Classroom activities primarily include dialogues, discussions, role-plays, problem-solving situations, project-based tasks, and communicative exercises. This contributes to the development of students’ speaking skills, their ability to express ideas freely, and their competence in using the language in real communicative contexts.

Moreover, unlike traditional teaching, this technology allows students to master learning materials in advance, thereby enabling more efficient use of classroom time. As a result, the teacher assumes the role of a facilitator and guide, while students are actively engaged in independent learning. In this regard, flipped classroom technology serves as an important pedagogical tool for enhancing the effectiveness of English language teaching, developing students language competencies, and adapting the educational process to modern requirements.

Conclusion. In conclusion, the use of *flipped classroom* technology in English language teaching is one of the most important and effective approaches in the modern education system. This method fundamentally transforms the traditional teaching model by turning students from passive listeners into active participants. As a result, learners develop independent learning skills, critical thinking abilities, and the capacity to actively engage in communicative activities.

Through this technology, students acquire theoretical knowledge outside the classroom, while class time is devoted to practical activities. This ensures efficient use of instructional time, strengthens collaboration between teachers and students, and supports the individualization of the learning process. Particularly in English language teaching, this approach significantly enhances speaking skills, creates real communicative situations, and contributes to the comprehensive development of language competencies.

At the same time, the effective implementation of flipped classroom technology requires modern digital infrastructure, high-quality learning resources, and strong methodological training of teachers. Therefore, the widespread integration of this approach into the educational process will improve the quality of English language teaching, equip students with modern knowledge and skills, and enhance their competitiveness.

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9. Oliy ta’lim tizimida innovatsion pedagogik texnologiyalar bo‘yicha ilmiy-uslubiy qo‘llanmalar va maqolalar to‘plami.
10. Ingliz tili o‘qitish metodikasi bo‘yicha zamonaviy darslik va o‘quv qo‘llanmalar.