

FLIPPED CLASSROOM AND ITS USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

The usefulness of the flipped classroom teaching method in an English language classroom setting is investigated in this study. The study focuses on how students are developing their foreign language communication skills, what participants thought of the flipped classroom, and how to find solutions for the problem of poor assignment completion. The author's experiment at the University of Granada (Spain) with a group of undergraduate students enrolled in a required foreign language course provided the basis for the statistics that are being presented.

KEYWORDS: flipped classroom; English language teaching/learning; blended learning; video lecture; adult learners

INTRODUCTION

At present time, effective foreign language teaching is perhaps more important than ever before. Once again in Europe, we are in a period of increased migration, be it due to conflicts and humanitarian crises in countries more or less distant from ours, or due to the open job market that we enjoy as citizens of the European Union. Even if one does not actually move to a different country, most job positions for skilled workers require the applicant to possess at least basic communicative competence in a foreign language. For the majority of people, therefore, learning a second language has become a fact of life.

RESULTS AND DISCUSSION

The results presented below were collected by the researchers throughout the duration of the study. Testing by means of the above-mentioned standardized exam was conducted at the beginning and at the end of the study. Observations were noted in a diary for both participating groups after each and every lesson. Online tools were used to collect data for the testing of homework completion measures.

It goes without saying that enhancing and honing students' communication abilities is the main goal of language instruction and learning. Every day, educators around the world test and evaluate a range of approaches to this problem. The majority of teachers—not just those teaching languages—commonly struggle with finding enough time to teach their students the theoretical components of their respective disciplines while also giving them enough room for productive practice. This is very

important when learning a language. In an effort to solve this problem and promote the development of a learner-centered teaching and learning environment, the flipped classroom approach aims to help students advance their practical skills, in this case, English language proficiency.

Despite the claim of some previously published papers, that the success of Flipped Classroom may be more due to the active approach to learning, rather than to the homework/lecture exchange, the experience in this research seems to disagree. The activities used during the lessons in both groups were almost always identical, and equally active in nature. Certain tasks in fact actually seemed more effective when used in the control group, owing to the fact that a number of members of the research group were clearly struggling to complete them. The research group achieved higher score improvement. On the other hand, researchers admit that a part of the positive results associated with the use of the Flipped Classroom strategy may simply stem from the greater exposure time to the material studied in the experimental group.

CONCLUSION

The following methods allowed the study to achieve its goals: first, we observed the strategy's impacts in a language classroom through the observation diary and comparison of the standardized exam results before and after the experiment. The secondary goals were also achieved: the opinion survey allowed us to learn more about how the students felt about the experimental strategy, how satisfied they were with their experience, how motivated they were to finish their homework, and what problems they identified. We were also able to evaluate each of the five measures we had chosen for homework completion through hands-on testing, and we were able to determine which one worked best. The research questions were also addressed. The research group reached greater improvement in test scores, and thus seems to have benefited more. According to the results of the second placement test, the research group improved enough to accomplish the final level of the control group, despite having started with lower level of ability in the English language. The control group, which had started with higher scores, only made minimal general improvement in comparison.

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