

FLIPPED CLASSROOM PEDAGOGY: REVERSING THE TRADITIONAL MODEL

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ABSTRACT

Considered an innovative approach to teaching and learning, flipped classroom pedagogy has garnered significant attention in education circles. The flipped model flips the order of instruction, with practice taking place at home and direct instruction taking place in the classroom. Under this model, students work independently on instructional materials, like readings or videos, prior to class, and then participate in discussions, problem-solving, and active learning activities during class. This abstract examines the fundamental ideas and advantages of the flipped classroom approach, such as improved student participation, individualized learning, and the chance for teachers to give students focused help during in-person sessions.

Keywords: learning process, critical thinking, problems collaboratively, discussions, paradigm shift.

Lengthy, the standard in education has been the traditional classroom model, which is defined by teacher-led instruction during class time and independent practice at home. But with the advent of the flipped classroom pedagogy in recent years, a paradigm shift has occurred. By flipping the traditional order of teaching and learning, this creative method allows for active learning and application during in-person sessions. Initially, students work independently with the instructional materials prior to class. This introduction lays the groundwork for a thorough examination of the flipped classroom pedagogy, covering its history, foundational ideas, and the reasons behind its increasing acceptance in educational environments across the globe. Teachers will be better equipped to create engaging and productive learning environments for their students if they have a solid understanding of the pedagogical model's foundations and potential advantages and difficulties.

The flipped classroom approach is a fundamental break from the conventional educational model. [2, 66] Under the traditional model, instructors usually use lectures, presentations, or other direct instruction techniques to introduce new ideas to the class during class time. After that, the students go home to finish their homework or practice problems on their own. Despite being widely used, this model has certain drawbacks, including few opportunities for students to participate actively in class and inconsistent levels of understanding

outside of the classroom.

Through a reorganization of the learning process, the flipped classroom model aims to overcome these constraints. [1, 202] A flipped classroom uses readings, interactive online modules, or pre-recorded lectures to introduce new material to students outside of the classroom. This gives students the freedom to learn at their own speed, rewind and pause videos, and go over material again as needed to make sure they understand it. Consequently, class time is turned into an engaging environment for group projects, conversations, problem-solving, and practical application of ideas. The idea of active learning is one of the foundational ideas of the flipped classroom pedagogy. By relocating direct instruction outside of the classroom, teachers can spend more time with students in person doing activities that involve them in the learning process. These might be debates, experiments, simulations, group projects, or one-on-one coaching sessions. Studies have indicated that engaged learning fosters more profound comprehension and critical thinking.

The flipped classroom model is made possible in large part by the use of technology. Teachers can create dynamic and interesting pre-class materials with the help of online platforms, learning management systems, video conferencing tools, and interactive multimedia resources.

But it's crucial to deal with possible issues like fair access to technology, developing digital literacy, and making sure that online materials are inclusive and available to all students.

In Language Arts Class a traditional language arts class, the educator might lecture on grammar rules and literary analysis techniques, assigning essays or reading assignments for homework. [4, 98] Students access online modules or readings before class, covering topics such as grammar rules, literary devices, and analysis strategies. In the time of class, students participate in literature circles, where they discuss assigned readings, analyze themes, characters, and symbolism, and engage in critical thinking discussions. The educator makes easy the literature circles, guiding discussions, posing thought-provoking questions, and encouraging students to support their ideas with textual evidence. By flipping the instruction, students have the opportunity to explore literary concepts independently, leading to more in-depth discussions and a deeper understanding of literary texts during class.

Through flipping the language instruction, students have the opportunity to learn grammar rules and vocabulary independently, allowing class time to focus on meaningful language use, cultural exploration, and interactive language learning experiences.

In a Science Class traditional science class, the teacher might lecture on scientific theories or conduct demonstrations, assigning lab experiments or research projects as homework.

[3,159] Students watch video lectures or read materials on scientific theories, principles, and experimental procedures before class. For the time of student hour, students conduct hands-on experiments, analyze data, and draw conclusions based on their observations. The teacher clears the way the experiments, provides guidance on scientific methodology, encourages inquiry-based learning, and leads discussions on experimental results and implications.

This motion makes students to engage directly with scientific concepts and processes during class, promoting a deeper understanding of scientific principles through active experimentation and inquiry.

These samples exemplify how the flipped classroom pedagogy can be applied across different subject areas, promoting active learning, collaborative activities, and personalized instruction within a dynamic classroom environment.

To sum up, the flipped classroom pedagogy emphasizes technology integration, individualized instruction, and active engagement. It is a revolutionary approach to teaching and learning. Although there are obstacles to initial implementation and resource limitations, the flipped classroom model is an appealing choice for educators looking to improve their teaching methods because of its potential to improve student learning outcomes and create dynamic learning environments.

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