

EXPLORING THE BENEFITS OF FLIPPED CLASSROOM APPROACH IN ENGLISH LANGUAGE CLASSES

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The traditional lecture-based approach in education has been increasingly challenged by innovative teaching methods that prioritize student engagement and active learning. One such approach, known as the Flipped Classroom (FC), has gained attention and recognition for its potential to enhance students' learning experiences. The FC approach inverts the traditional lecture mode by having students learn course content outside class and engage in active learning inside the classroom. Moreover, the FC method is student-centered, advocating interactive activities based on active learning, enhancing students' ability to study in their vocational areas. Furthermore, weak students benefit as they can review materials multiple times and receive in-class support from teachers, improving their comprehension and completion of assignments (Soliman, 2016). Not only weak students benefit, FC frees up valuable in-class time for instructors to focus on observation, feedback, and assessment. Instead of spending class time on content delivery, instructors can dedicate their attention to closely monitoring students' progress, providing immediate guidance, and offering valuable feedback during in-class activities. This interactive and personalized approach allows instructors to address students' questions and concerns in real-time, fostering a supportive learning environment. Additionally, the FC model ensures that students have individual control over the out-of-class content, enabling them to engage with the material at their own pace and prepare for in-class communicative activities. As a result, students can actively apply their acquired knowledge in meaningful ways, promoting deeper understanding and facilitating meaningful input and interaction within the classroom setting (Bauer-Ramazani et al, 2016).

The FC can be integrated into an EFL program by combining elements of blended learning, mobile learning, and project-based learning and that this process involves students accessing content outside of class and then interacting in class with instructors and peers in a blended learning mode. They noted that utilizing mobile devices such as smartphones, tablets, and laptops can enhance the integration of flipped learning into the EFL program. In addition implementing project-based learning activities, such as creating videorecorded newscasts, can further enhance the flipped classroom experience in an EFL setting (Bauer-Ramazani et al, 2016).

The implementation of the FC aims to achieve several objectives in order to create student-centered learning environments. One of the primary goals is to foster interactive activities that actively engage students in their own learning process. By shifting the focus from passive listening to active participation, students are encouraged to take an active role in their education. Furthermore, class time is utilized for engaging students in a variety of hands-on and collaborative learning tasks. This approach allows for a deeper engagement with the course content as students actively apply their knowledge and skills in practical settings. In addition, e-learning dashboards can be employed to monitor students' progress and identify any knowledge gaps that require clarification. By leveraging technology, instructors can gain insights into individual students' learning needs and provide targeted support. Lastly, it facilitates the creation of collaborative learning communities, where students can interact with their peers, exchange ideas, and work together on projects. This collaborative environment not only enhances the learning experience but also promotes the development of important teamwork and communication skills. (Soliman, 2016)

In the FC model, instructors have the unique advantage of being able to simultaneously teach course content and facilitate its practical application. By providing students with exposure to course materials outside of class, they are given the opportunity to engage in group discussions and activities during class time. This shift in dynamics transforms the classroom into a platform for instructors to

review student work, initiate student-led group discussions, and address any questions or concerns raised by students. The increased interaction between instructors and students in this environment not only promotes critical thinking and communication skills but also fosters practical experience. Instructors can effectively repurpose their classroom time, focusing on class discussions and collaborative group work that encourage students to take risks and make mistakes while gaining valuable expertise in the subject matter (Gomez-Lanier, 2018).

In the FC, students can, as noted in Oraif's (2018) study, perform activities traditionally reserved for the classroom outside of its confines. Additionally, they have the opportunity to undertake activities typically assigned as homework or individual work in the supportive environment of the classroom, benefiting from the guidance of their teacher. This approach not only allows students to gain a positive impression of learning but also enables them to engage with new material, identify knowledge gaps prior to face-to-face classroom interactions, and participate in meaningful discussions with their teacher. Moreover, the FC model creates an environment that encourages collaborative learning, providing students with increased opportunities to work together with their peers and develop valuable teamwork skills. Through these combined benefits, the FC approach fosters a dynamic and interactive learning environment that promotes active engagement and supports students' educational growth (Oraif, 2018)

The implementation of the FC model allows students to actively engage in learning activities and foster increased interaction both inside and outside the classroom. By preparing for class in advance, students have the opportunity to identify knowledge gaps and seek clarification on any doubts they may have, enabling them to make the most of their face-to-face classroom time. Through online media, students receive instructional content, such as video lectures or readings, which they can engage with independently. This sets the stage for interactive and engaging in-class activities where students can apply and discuss the material collaboratively. Additionally, the FC approach offers benefits in language acquisition. Students can improve their language skills, including writing, reading, speaking, grammar, and listening, as they actively participate in communicative activities and engage with authentic language materials. Moreover, by having access to instructional content before class, students can reduce reading anxiety and perform better in English as a Foreign Language (EFL) reading assessments, as they have had the opportunity to familiarize themselves with the material prior to in-class activities. (Keskin, 2022)

The FC model's interactive environment not only promotes active participation but also enhances critical thinking, communication skills, and practical experience through interactions with instructors and fellow classmates. Students are encouraged to take risks, make mistakes, and ultimately gain expertise in collaboration and content. Furthermore, the utilization of technology in the FC model facilitates collaborative learning and fosters critical thinking skills as students engage with digital tools and resources (Gomez-Lanier, 2017).

The FC revolutionizes the traditional concept of teaching and learning by granting students control over their educational journey. This approach emphasizes personalized and individualized learning, recognizing that every student has the potential to succeed with the appropriate support. By tailoring instruction to meet individual needs, students are empowered to take ownership of their learning, leading to improved learning outcomes. Notably, research has shown that the adoption of student-centered approaches, like the FC, can result in significant enhancements in academic performance, particularly in English subjects. This demonstrates the positive impact of student-centered learning on student achievement and highlights the potential for dramatic improvements in educational outcomes. Through student control, personalized learning, and improved performance, student-centered approaches pave the way for a more inclusive and effective education system (Al-Harbi, 2016).

In conclusion, the implementation of the Flipped Classroom (FC) model offers numerous benefits to students in terms of engagement, academic performance, and satisfaction. By shifting the focus from passive listening to active participation, the FC model creates student-centered learning environments that prioritize interactive activities and collaborative learning communities. The FC approach fosters deeper engagement with course content, as students actively apply their knowledge

in practical settings through active learning tasks during class time. The use of e-learning dashboards allows for individualized monitoring of students' progress and targeted support for clarification. Moreover, the FC model empowers students to take ownership of their learning, promoting personalized and individualized learning experiences. Research has shown that student-centered approaches, like the FC, can lead to significant improvements in academic performance, especially in English subjects. By combining elements of blended learning, mobile learning, and project-based learning, the FC model can be effectively integrated into EFL programs, further enhancing its impact. Overall, the FC model revolutionizes the traditional concept of teaching and learning, creating dynamic and interactive learning environments that foster student engagement, collaboration, and academic success.

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USING INTERACTIVE METHODS IN TEACHING GRAMMAR

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Developing students' grammatical skills through an interactive approach is essential for successful English language teaching. Here are a few ways to improve this approach:

1. Introduce virtual reality: Interactive applications and VR programs create an immersive environment in which students can actively engage in grammatical exercises and situations, such as virtual conversations and real-time application of grammar rules.
2. Use interactive games and puzzles: Interactive games and puzzles designed specifically for grammar skills can help students learn and reinforce grammatical rules in an enjoyable and memorable way. These games also encourage active student interaction in group settings.
3. Role-playing & Dramatic situations: Role-playing and scenarios can be used to apply grammatical rules in real-life situations, such as playing a role in spoken dialogues, or creating your own stories using the grammar structures you have learned.
4. Projects & Research: Students can engage in projects & research related to grammar, such as researching rules for certain tenses, creating grammar tables, analyzing text for grammatical errors, etc.

Students' active participation in discussion and analysis of grammatical topics helps them understand and apply the rules. Creating opportunities for feedback and discussions among students helps them test their knowledge and enhance their skills. The methodology for developing students' grammatical skills is more effective and stimulating. It helps them better understand the grammar