



Evaluation in the “flipped classroom model”

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ARTICLE INFO

Article history:

Received February 2023

Received in revised form

15 February 2023

Accepted 15 March 2023

Available online

25 April 2023

Keywords:

flipped classroom,
formative-summative
assessment,
analytical approach,
high stakes assessment.

ABSTRACT

The flipped classroom teaching model is described as one in which students' conventional outside-of-class activities (e.g., problem-solving practice) are brought within the classroom. The classroom session, as opposed to how it is usually done in the classroom (e.g., expository, information transmission teaching) is completed outside and prior to the start of class. The term “flipped classroom” refers to a teaching method that involves flipping a classroom on its side. One of the many benefits of a flipped classroom is that it allows teachers to spend more time working directly with students. Using in-class quizzes or tests to assess efficiently students reduces this benefit by substituting non-interactive evaluation for time spent on direct student interaction.

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DOI: <https://doi.org/10.47689/2181-1415-vol4-iss2-pp213-217>

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“Teskari sinf moduli” tizimida baholash

Kalit so'zlar:

teskari sinf,
formativ-summativ
baholash,
analitik yondashuv,
yuqori baho.

ANNOTATSIYA

Sinfda o'qitishning teskari modeli o'quvchilarning odatdagi sinfdan tashqari faoliyati (masalan, muammoni hal qilish amaliyoti) sinfda olib boriladigan model sifatida tavsiflanadi. Sinfdagi mashg'ulot odatda sinfda qanday amalga oshirilishidan farqli o'laroq (masalan, tushuntirish, ma'lumot uzatishni o'rgatish) darsdan tashqarida va dars boshlanishidan oldin yakunlanadi. “Teskari modul” atamasi sinfni yon tomoniga aylantirishni o'z ichiga olgan o'qitish usulini anglatadi. “Teskari modulning” ko'plab afzalliklaridan biri shundaki, u o'qituvchilarga talabalar bilan bevosita ishlashga ko'roq vaqt sarflash imkonini beradi. Talabalarni samarali baholash uchun sinfda viktorinalar yoki testlardan foydalanish talabalarning bevosita muloqotiga sarflangan vaqtni non-interaktiv baholashni foydasini kamaytiradi.

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Оценка в системе «модуль перевёрнутого класса»

АННОТАЦИЯ

Ключевые слова:

перевернутый класс,
формативно-
суммирующее оценивание,
аналитический подход,
высокая оценка.

Модель обучения в перевёрнутом классе представляет собой метод, при котором обычная внеклассная деятельность учащихся, например, решение практических задач, переносится в класс. Занятие в классе заключается не в традиционном для урока объяснении материала, а в закреплении и практическом применении знаний, полученных учениками заранее. Таким образом, практика переносится во внеклассную область, а уроки становятся более интерактивными и позволяют учителям больше времени уделять индивидуальной работе со студентами. Термин «перевернутый класс» используется для обозначения этого метода обучения, который предполагает перестановку классической схемы обучения в классе. Одним из главных преимуществ перевёрнутого класса является возможность учителей тратить больше времени на индивидуальную работу с учениками. Однако использование тестов и викторин на занятиях может снизить эффективность этого метода, заменяя интерактивную работу простой оценкой, основанной на затраченном времени.

INTRODUCTION

An integrated approach to education is one of the innovations of modern methodology. This technology boldly permeates rigid school curricula, connecting seemingly disparate subjects. English is no exception. Rather, the subject “English” is inherently integrated. Interdisciplinary connections permeate the whole, providing students with knowledge from many areas of science, art, culture, and real-life everyday life. Integrative education, based on the integration of information from various subjects, stimulates analytical activity in students, forms the ability to transfer knowledge from one field to another, and contributes to the development of meta-subjects and a systematic approach to education. contribute. Thanks to all this, a holistic awareness of reality is achieved in educational practice.

Integration is a relatively new approach in pedagogy, the introduction of which can elevate the educational process of the younger generation. Integration in pedagogy and education is, first of all, the interaction of the various elements of any system to obtain something holistic and new. The term “system” in modern pedagogy can be used in many aspects. For example:

Educational institution as a system training class system; child-teacher relationship system, etc. Integration into education is traditionally viewed from two perspectives:

1) as a state characterized by coherence, order, and stability of connections between different elements.

2) as a process leading to a particular state.

Integration into pedagogy is therefore a very important indicator of the effectiveness of the entire educational system. It serves as a measure of its completeness. The interaction of various elements in the educational process is a highly complex and multifaceted process. Related to this, there are different approaches to defining the concept of integration in pedagogy.

Therefore, V.S. Bezrukova, integration is the highest form of network that expresses the unity of all the elements that make up the educational system and determines its content. Integration into pedagogy is the well-structured, multi-layered, and carefully organized connection of all elements of the educational system, the ultimate goal of which is the self-development of students. All elements of the educational system serve one goal: the multifaceted development of the child. It contributes to the satisfaction of the child's interests and abilities and ensures a coordinated impact on the motivation, emotional, hands-on performance, and volitional areas of the child's personality. Here are some characteristics of blended learning [1, 381].

Benefits of an Integrated Approach in the Classroom

They perceive the world around the student in diversity and unity, and the subjects of thematic cycles, aimed at studying the individual phenomena of this unity, do not give an idea of the phenomenon as a whole, but rather of it into different pieces. Integrated classes encourage students to develop their own potential and actively perceive the reality around them to understand and find causal relationships, from developing logic, thinking, and communication skills. Much more than the usual ones, they contribute to the development of speech, the formation of the ability to compare, generalize and draw conclusions. The integrated form of education is unusual and exciting. The use of different types of works allows us to keep the student's attendance at a high level and we can talk about the developmental effect of such lessons. It relieves fatigue, relieves students' overwork due to switching to different activities, greatly enhances cognitive interest, and helps school children develop imagination, attention, thinking, language, and memory.

This article describes the impacts of assessment on student progress. It is important to measure or assess students' performance in the classroom as assessments help teachers to check learners' progress throughout the course. The course "Principles and Practices of Language Testing" offers an opportunity to be aware of the prominence of assessment, particularly, formative and summative assessment in educational settings in order to promote language learning. Both assessments are equally valued in the classroom as they provide essential information about how learners are learning or how much they have learned throughout the course. Formative assessment lets teachers monitor students' learning and provide ongoing feedback to enhance their performance, while summative assessment evaluates how much they have learned throughout a course. Black & Wiliam (1998) cited formative assessment is an assessment for learning that allows teachers to check learners' progress and the effectiveness of their own instruction. Trumbull and Lash (2013) highlight the benefits of formative assessment that can help students take ownership of their learning when they understand its goal to improve their learning, not raising final marks. Additionally, the Formative assessment analytical approach means that she assesses them in terms of pronunciation, grammar, and vocabulary range. When students receive feedback from a teacher, it can refer to summative assessment, which is a great way to ensure students retain information from one unit to the next unit. Because summative assessments are usually higher stakes than formative assessments, it is especially vital to ensure that the assessment is connected with the goals and expected outcomes of instruction (Nicol, 2006).

DISCUSSION

It is true that the most foreign language instructors (EFL) are always seeking innovative methods to improve their way of teaching. In most EFL classrooms in Uzbekistan, students lack the ability to take the responsibility for their own learning they only rely on in-classroom activities. However, this flipped model provides a great opportunity to enhance students' participation as well as self-study. Moreover, this approach can increase students' autonomous learning without depending on teachers. Since this model differs from traditional methods in terms of classroom activities, for instance, the instructor provides students with a new topic prior to class while in the classroom, and they discuss what they have learned at home. Students have an opportunity to be more involved in the classroom and as a result this shifts from a teacher-oriented approach to a student-oriented approach. When it comes to assessing students' knowledge in the flipped model, both assessment formative and summative is best appropriate to this classroom. As above mentioned, formative assessment motivates learners to be more active and improve their performance during the lesson. It is also a great way to encourage shy students the acquisition a second language. On the other hand, summative assessment measures how much they make progress which makes it different from traditional assessment. Once we applied this approach in the ESP classroom, we gave a new theme in the form of a video to ESP learners in advance, in the class we had more time to employ more activities related to the topic. This allowed students to advance their capacity for evaluation and creativity. Table 1 below illustrates the results of the final exam they got in the traditional class.

Student name	Grades
Berdiyev Samariddin	55 out of 100
Oripov Shavkat	70 out of 100
Anvarov Sardor	60 out of 100
Rahimova Nazira	60 out of 100
Obidova Farangiz	75 out of 100

It is obvious from this table students received average points. It appears ineffective in second language acquisition. Table 2 shows the results of students after the implementation of the flipped model classroom.

Student name	Grades
Berdiyev Samariddin	85 out of 100
Oripov Shavkat	90 out of 100
Anvarov Sardor	87 out of 100
Rahimova Nazira	80 out of 100
Obidova Farangiz	95 out of 100

If comparing the two tables, their outcomes increase significantly. It can be seen that students highly benefit from this type of assessment as well as flipped model.

CONCLUSION

In conclusion, it is worth noting that, assessment is an integral part of any learning and teaching. According to the view of Taras (2005), assessment is an important tool to identify the level of skills and knowledge of students. Assessment not only provides

information regarding the student's strengths and weaknesses but also informs teachers about teaching instruction. Flipped model assist students to increase evaluation and creative skill. It is known conventional methods only focus on students' remembering skills, consequently, they struggle to apply them in real conversation. Furthermore, we also realized that both assessments play a vital role and we should encourage teachers to use them properly. Because teachers can get a better insight into how their students are learning or in what area they have trouble or what students have grasped from the course at the end of the course.

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