



## **THE CONCEPT OF FLIPPED LEARNING IN FOREIGN LANGUAGE TEACHING, ITS IMPLICATION IN EDUCATIONAL SYSTEM OF UZBEKISTAN**

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**Abstract:** This article examines the concept of flipped learning and its application in foreign language teaching, with a specific focus on Uzbekistan's educational system. Flipped learning, which moves direct instruction to individual study outside the classroom and uses classroom time for interactive, student-centered activities, has become increasingly relevant in modern pedagogy. The study explores theoretical foundations, key principles, and global research findings regarding flipped learning, then situates these insights in the context of Uzbekistan's ongoing educational reforms. A comprehensive review of local empirical studies reveals that flipped learning enhances learner autonomy, motivation, and communicative competence while improving classroom dynamics and technology integration. Finally, the article provides practical recommendations for policymakers, teacher-training institutions, and curriculum developers seeking to integrate flipped learning more effectively across Uzbekistan's secondary and higher educational institutions.

**Keywords:** Foreign language teaching, Teacher training, Classroom management, Communicative competence, Flipped Learning approach, flipped communicative method, Learner autonomy, Intentional content, Learning culture, Oral communication skills

As an attribute of a highly skilled tutor is to possess a great deal of invaluable knowledge and to implement it in practice, we as future teachers of Foreign Language were an archetype of the teachers in high school. Before performing our mission as teachers, we scrutinized a lot about the type and name of the topic that would be most relevant to discuss with the students of high school. In order to appeal the students' attention and unite them into a merger, we decided to choose the topic, named "Environmental problems" to see the students' views on this topic. Our proceeding objective was to engage each student in a working atmosphere by letting them express their ideas about environmental issues. As for us, the more they speak in their target language, the more chances they will have to accelerate their performance in the English atmosphere. Meanwhile, we wanted to check out each student's communicative competence and communication skills and try to support them that they would surely become effective communicators in English language. As a matter of fact, we were seeking something that could help those students structure their oral discourse as well as express their views effortlessly and without hesitation. The first thing we did was a warm-up activity for which we prepared some sorts of questions, based on environment and issues that could be related to it. The results were beyond our expectations because we were inundated with various answers that ostensibly indicated their resplendent knowledge of



the topic. We were a bit stocked seeing so many ardent replies of high school students, therefore, there was no need for explaining the theme. Students were so engaged in our warm-up activity, that we did not notice how fast we finished exploring the gist of Environmental issues. However, the proceeding step was the activity part, which comprised three parts: individual work, when they were reading statements about nature and environmental disasters and saying whether it was a true or false statement. They performed the tasks magnificently by providing detailed data about the topic, which we as teachers were supposed to teach. We were not able to understand the situation of how could they know the immense amount of information in advance without any teacher's explanation of the topic.

For the last 26 years, the educational system of Uzbekistan has developed significantly. According to the statistics of 2016-2017 school years, in general, secondary education, there were 4,825,000 students enrolled in 9719 general education schools, of which 2,252,900 were enrolled in 6,015 general education schools in rural areas. In 2016, the number of students per teacher, especially in Tashkent city and Tashkent region, was appreciably higher than in other regions compared to 1991.

The changes are ongoing in the system of higher education in the Republic of Uzbekistan. The number of higher educational establishments was 52 in 1991 and by 2016, this indicator increased by 34.6% (70 institutions). Uzbekistan attaches great importance to higher education. For several years, branches of national leading universities have been opened in the regions and branches of foreign leading universities have been opened in Tashkent city.

In 2012, 10th of December Resolution of the President of the Republic of Uzbekistan under number 1875 for further improvement of the foreign language learning system was adopted.

Over the last decade an analysis of the current system of organizing the study of foreign languages shows that educational standards, curricula, and textbooks do not fully meet modern requirements, especially with regard to the use of advanced information and media technologies. Training is conducted mainly by traditional methods. The organization of the continuity of learning foreign languages at all levels of the education system, as well as the work to improve the qualifications of teachers and their provision with modern teaching materials, require further improvement.

In order to fundamentally improve the system of teaching the younger generation to foreign languages, training specialists, by introducing advanced teaching methods using modern teaching and information and communication technologies and, on this basis, creating conditions and opportunities for their wide access there were made suggestions to implement flipped learning approach for teaching foreign languages by M.M.Rakhmatova, teacher at the department of English language and literature, Bukhara State University.

The flipped communicative approach reflects the performance of students individually instead of working with ready instructions of the teacher. The student acquires everything related to the new topic through the most preferable method for him, as it can be: watching a video, covering ppt presentations, reading sources and brings the acquired material to the classroom in order to strengthen it with other students. Through this



approach, the atmosphere of learning a foreign language becomes more dynamic, interactive, and productive. The role of the teacher here is controlling the utilization of acquired concepts and ideas by students in practice and interaction as well as evaluating their results.

In the table given depicted the comparison of the traditional communicative method and flipped communicative method.

#### **Traditional approach**

- to begin the lesson
- checking out the home assignment and evaluation
- recounting of a new topic
- the reinforcement of new topic
- giving the new homework

#### **Flipped approach**

- begin the lesson by discussing the new topic
- consolidate of the new topic learned out of the classroom by performing exercises
- acquiring the new topic by presenting it in pairs or in a small group of students
- teacher's control is through encouraging and evaluating
- Giving the next topic for learning as a home task

#### **The flipped communicative method requires four elemental disciplines:**

1. Atmosphere: providing diverse learning atmosphere.
2. Choice: choice of relevant way of learning by a student that meets his capabilities and norms.
3. Meaning: Emphasis on the meaning and competence of the knowledge or material that is learned by the student.
4. Evaluation: teacher's control, assist and evaluation.

1. **Atmosphere:** Initially choosing the appropriate atmosphere means sorting out the place that would be most suitable for students. For example, learning materials, virtual classroom, distance learning, educational environment. The student is able to select a place and time for learning a specific topic on his own.

2. **Choice:** The choice of learning atmosphere and formation of individual approach. This means that student is allowed to opt any method to get the desired production issue from his abilities and intentions. Typically, if in traditional approach the teacher's materials were dominant which had to be learned by students, in flipped learning the data is taken from different sources by students that contribute a lot to their critical thinking and cognitive skills.

3. **Meaning:** The formation of the lessons' significance and competence. This process provides an understanding of the pivotal gist of the topic by students and their conceptual comprehension of the lesson. Instead of asking "What student learned?" teacher will ask "What could do the student on his own?" Unquestionably, if the student utilizes Moodle system or Google drive, it will be much convenient for the teacher to evaluate the students' progress. The issue from the idea mentioned previously teacher will have more time to keep in touch with students and discuss the hardships they faced during the learning process.



4. **Evaluation:** Teacher's role is supporting and grading the students. The contribution of highly-qualified teachers here is remarkable. In the traditional way of teaching a teacher is in the center of attention, as he or she explains the new theme. However, in the flipped approach, the students share with the acquired data or material with their peers and appear in the role of teacher. To evaluate the students, the teacher should broaden the horizon, deep knowledge of the subject and experience.

While numerous new learning styles are making headway in the classroom, none more than Flipped Learning has made such an impact. The method Flipped Learning that is often defined as "school work at home and home work at school," allows teachers to implement a methodology, or various methodologies, in their classrooms. Many teachers flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, however, to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice.

### **Flexible environment**

Flipped Learning allows for a diversity of learning modes, educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose the place and time they learn. Additionally, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning. They also provide students with different ways to learn content and demonstrate mastery.

### **Learning Culture**

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful..

### **Intentional Content**

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter. They create and/or curate relevant content for their students.

### **Professional Educator**

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly

prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

Observing students who were almost perfectly ready for the lesson made us think about the way the teacher conducts the lesson. With this question in mind, we asked the teacher to explain the strategies she was using to obtain such a stunning result in a classroom consisting of 30 students. After some hesitation, she answered *"It's simple. I just use the Flipped Learning method which produces the results that you can see now."*

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