



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC

SOLUTIONS

THE USE OF THE FLIPPED CLASSROOM MODEL IN LANGUAGE TEACHING

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Abstract: this article presents an in-depth examination of the educational principles, practical implementation, benefits, and drawbacks of the flipped classroom approach in language instruction. Prior research results, effective strategies, and the author's observations are examined. The article highlights the creation of creative and engaging language instruction techniques for upcoming generations.

Keywords: inverted classroom, language instruction, online learning, interactive method, educational innovation.

Аннотатсиya: Maqolada til darslarida "ag'darilgan sinf" (flipped classroom) modelining pedagogik nazariyasi, amaliy foydalanishi, afzalliklari va cheklovlar chuqur tahlil qilinadi. Bundan tashqari, avvalgi tadqiqotlarning natijalari, ilg'or tajribalar va muallifning qo'shimcha fikrlari taqdim etiladi. Maqola kelajak avlod uchun innovatsion, raqamli va interaktiv til o'rGANISH usullarini takomillashtirishga mo'ljallangan.

Kalit so'zlar: ag'darilgan sinf, til o'rGANISH, raqamli ta'lim, kommunikativ usul, pedagogik yangilik.

Аннотация: в данной статье тщательно рассматриваются педагогические основы, практическое использование, преимущества и недостатки модели «flipped classroom» в языковом обучении. Анализируются итоги ранее проведенных исследований, лучшие практики и авторские замечания. Работа сосредоточена на создании инновационных и интерактивных подходов к обучению языкам для будущих поколений.

Ключевые слова: перевёрнутый класс, изучение языков, цифровое образование, коммуникативный метод, образовательные инновации.

Introduction

In the 21st century, education places a growing focus on digital literacy, learner-centric approaches, and engaging teaching methods. Among these innovations, the flipped classroom (FC) model emerges as a groundbreaking method, especially in language learning. Conventional classrooms frequently dedicate the majority of time to lectures, resulting in minimal opportunities for active engagement, dialogue, and analytical reasoning. The flipped model reverses this approach by providing content outside of class and reserving classroom time for active, interactive, and tailored learning experiences.



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Bergmann and Sams describe the flipped classroom as “a method where direct teaching occurs outside of the classroom via digital tools, and class time is dedicated to interaction and resolving issues” [1]. This model corresponds to the communicative language teaching (CLT) method, constructivist learning theories, and Bloom’s taxonomy, guaranteeing that both lower-order and higher-order cognitive abilities are cultivated effectively.

The main objective of this article is to investigate the theoretical foundations, practical uses, benefits, drawbacks, and future consequences of the flipped classroom approach in language learning. It also relies on previous studies, offering a thorough and scientifically based viewpoint.

Conceptual Structure

The Theory of Constructivist Learning

Constructivism highlights that learners actively build knowledge via interaction, reflection, and experience. In the flipped classroom, students engage with materials like videos, readings, or exercises before class, enabling them to cultivate an understanding at their own speed. Classroom hours are subsequently spent on teamwork, dialogue, and finding solutions. Bruner claims that “learning is meaningful when students actively engage in building knowledge” [2].

Bloom's Taxonomy and Cognitive Growth

The flipped model is closely related to Bloom's taxonomy. Pre-class tasks focus on basic cognitive skills (recalling and comprehending), whereas in-class tasks foster advanced thinking (applying, analyzing, assessing, and creating). This organized method enhances understanding and practical application of language abilities.

Communicative Language Instruction (CLI)

Learning a language fundamentally necessitates interaction. The flipped classroom enhances chances for speaking, listening, and engaging activities, offering valuable real-life communication experiences. Littlewood (2014) highlights that language learning is most successful when students participate in genuine communicative activities [3].

Application in Teaching Languages

Tasks to be completed before class generally consist of:

Video tutorials or short lectures detailing grammar or vocabulary topics.

Digital texts or multimedia resources for cultural and contextual comprehension.

Engaging activities on sites such as Quizlet or Kahoot to enhance understanding[4].

Self-evaluation quizzes to pinpoint individual learning deficiencies.

These tasks enable students to independently grasp the essential knowledge, equipping them for active involvement in classroom discussions.

In-Class Exercises

- Classroom hours are dedicated to:
- Pair or group discussions, debates, and role-playing tasks.
- Group writing or task-oriented projects.

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- Simulated real-world scenarios or challenges for solving problems.
- Instructor-led feedback and support.
- The educator shifts from being a “knowledge provider” to a guide, concentrating on tailored support and making certain that students utilize their learning from before class effectively.

Benefits of the Flipped Classroom Model in Language Education:

1. Enhanced Engagement. Students actively engage with content before class, which fosters deeper understanding and better participation during in-class tasks. Research by Chen Hsieh et al. (2017) indicates that EFL students in flipped classrooms exhibit higher motivation and interaction compared to traditional settings.

2. Improved Speaking and Listening Skills

With classroom time dedicated to communication, learners practice real-life speaking and listening skills more frequently, leading to measurable improvements in fluency and comprehension.

3. Learner Autonomy.

Flipped classrooms encourage students to take responsibility for their learning. They manage time, pace, and content engagement, fostering lifelong learning skills.

4. Personalized Instruction.

Teachers can offer individualized support, tailor feedback, and address specific learning difficulties during interactive classroom sessions.

5. Integration of Digital Tools

By incorporating online platforms, videos, and interactive exercises, students develop digital literacy alongside language proficiency—a skill essential for modern education.

Challenges and Solutions

1) Technological Access. Students may lack adequate devices or internet access. Solution: blended approaches with offline materials or school-supported digital labs.

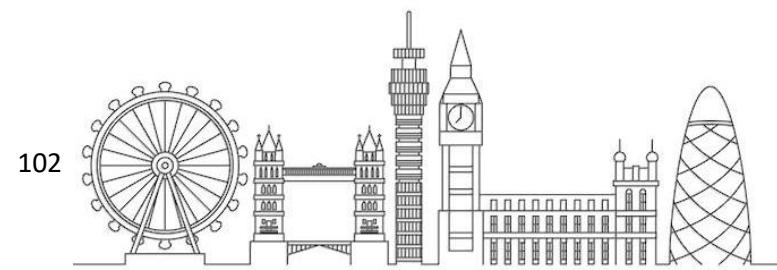
2) Teacher Preparation Time. Developing quality pre-class content can be labor-intensive. Solution: collaborative content creation among teachers and the use of open educational resources (OER).

3) Student Resistance. Some learners initially resist the model due to unfamiliarity or increased responsibility. Solution: gradual implementation and orientation sessions to build comfort and motivation.

4) Training Requirements for Teachers. Teachers must acquire digital competencies and pedagogical knowledge to facilitate flipped classrooms effectively. Continuous professional development programs are essential.

Empirical Evidence. Research supports the effectiveness of flipped instruction in language learning:

1. **Hung (2015)** found that the flipped classroom model boosts learners' motivation and increases their active participation in EFL settings.





2. **Zainuddin and Perera (2019)** reported that flipped English classes promote greater learner autonomy, higher satisfaction, and stronger collaborative skills.

3. **Thai and Wever (2020)** observed notable improvements in students' speaking fluency, critical thinking abilities, and peer interaction when using flipped learning^[5].

The author adds that successful implementation depends on an institutional framework that supports digital infrastructure, teacher training, and continuous monitoring.

Conclusion. the flipped classroom model offers a powerful framework for modern language teaching. By shifting content delivery outside of class and prioritizing in-class interaction, students benefit from increased engagement, autonomy, and communicative practice. Despite challenges such as digital accessibility and teacher readiness, the model represents a forward-looking approach suitable for developing globally competent, digitally literate, and communicatively proficient learners. Future research should focus on scalable strategies, assessment methods, and innovative digital content creation to ensure long-term sustainability.

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