

# Foreign Experience in Teaching Using the Flipped Classroom Method

Turopova Firuza Murodqobil qizi

A professor-teacher of CSPU, Chirchik State Pedagogical University, Uzbekistan

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**Abstract:** The flipped classroom method has been increasingly adopted across the globe for teaching English, with a variety of implementations based on regional contexts and educational systems. This approach involves shifting traditional content delivery outside of the classroom through pre-recorded lectures, videos, or online resources, while in-class time is devoted to interactive and student-centered activities.

In countries like the United States and the United Kingdom, flipped classrooms have been particularly effective for ESL (English as a Second Language) students. Teachers use online videos to explain grammar, vocabulary, and pronunciation, and in-class sessions focus on peer interactions and language practice. In Australia, the method has been blended with other techniques, emphasizing differentiated instruction to cater to diverse proficiency levels. The focus on writing and speaking skills is also common in Australian classrooms, with students completing written tasks and speaking exercises during class time.

**Keywords:** Flipped classroom, blended learning, experience, educational process, approaches, interactive exercises, quizzes.

**Introduction:** The flipped classroom methodology is one of the innovative approaches aimed at changing the educational process. This methodology aims to rebuild the relationship between lessons and homework in the traditional education system. This methodology is being effectively used abroad, and there are various approaches to this. Basic principles of the flipped classroom methodology In the flipped classroom model, the traditional educational process is changed. Students learn a new topic independently, usually through videos, reading textbooks or online materials. In the classroom, they consolidate the knowledge they have learned through practical exercises, discussions and exercises with trainers. With the help of this methodology, students direct their time to independent learning and work. Lessons are designed for interactive teaching and group work in the classroom. Teachers provide more individual approach to students.

## METHODOLOGY

There are many different versions of this methodology in countries and educational institutions that have used

the flipped classroom methodology abroad. Below I will touch on some important foreign experiences: In the United States, the flipped classroom model has been extensively adopted in English as a Second Language (ESL) programs, as well as in schools offering English language arts (ELA) instruction. Here, the flipped classroom helps students engage with English language content in more interactive and personalized ways. Key aspects of flipped classroom use in the US include: Online resources and video lectures - teachers use online platforms like Edpuzzle, YouTube, and Khan Academy to provide video lectures, grammar explanations, vocabulary lessons, and reading comprehension exercises. These resources are often supplemented with quizzes and discussions to ensure that students engage with the content actively at home. Active learning during class -

in-class time is devoted to interactive exercises such as group discussions, peer-to-peer teaching, writing workshops, role-playing, and speaking practice. Teachers can also use the time for one-on-one feedback sessions, allowing them to address specific student needs. Differentiated learning - the flipped

classroom model is ideal for differentiating instruction. In a traditional setting, all students may move at the same pace, but the flipped model allows students to learn at their own speed, revisiting material as needed. This is particularly beneficial in English language learning, as students may have varying levels of proficiency. Use of technology -

in ESL classes, technology plays a critical role. Tools such as Google Classroom or Seesaw are used to post assignments, organize materials, and track student progress. Interactive tools like Quizlet are used for vocabulary practice, while apps like Duolingo support language acquisition outside of the classroom.

In the UK, the flipped classroom model is being increasingly integrated into English language learning programs, particularly in secondary schools and universities. Some key trends and practices include: Blended learning environments - many schools use a combination of online learning and face-to-face activities. For instance, students might watch a pre-recorded video explaining a grammar topic at home, and during the following class, they engage in group work, discussions, or practice exercises that apply the grammar they have learned. Peer collaboration -

peer-to-peer learning is a key feature of the flipped classroom approach. In English classes, students are often divided into small groups where they collaborate on tasks like creating a short story, writing a dialogue, or performing role-play exercises. This not only improves their speaking and writing skills but also builds their confidence in using English in practical contexts. Active participation and critical thinking -

the flipped classroom allows for more active participation and encourages students to think critically about the content. Students in English classes are often tasked with applying language skills to real-world contexts, such as writing persuasive essays, discussing current events, or analyzing literature, with guidance from their teacher.

Full information about the application of the flipped classroom methodology in the USA is as follows: The Flipped Classroom model became increasingly popular in the USA in the early 2000s, especially in 2007-2008. The model was pioneered by teachers John Bergmann and Aaron Sams (from Colorado), who prepared video lessons in mathematics in their schools, forced students to study at home, and in the classroom devoted more time to practical exercises and question-and-answer sessions than traditional lessons. Due to the rapid spread of this method, many schools and universities in the USA began to implement this method in their education systems. The principles of the Flipped Classroom methodology In the United

States, lesson materials are presented to students through videos and online resources, mainly in the form of videos. These videos allow students to learn independently at their own pace. The videos mainly explain a new topic. And also, through classroom activities, teachers guide students in the lesson to work in groups, solve problems, and consolidate knowledge in a practical way.

During this time, the teacher provides an individual approach to students. Through student self-management, students learn independently in the flipped classroom methodology, which helps them manage their time effectively. Teachers change their role in traditional classes and work not only as information providers, but also as supporters, leaders, and motivators. Experiences and successes of the Flipped Classroom in the USA. In the K-12 (School Education) system. Flipped Classroom is being used effectively in many public schools in the USA. In the K-12 system. Creating flexibility for students: The Flipped Classroom methodology allows students to learn the lesson independently. Students watch videos at their own time and at their own pace, which, in addition to the teacher, makes it convenient for students to work at home. Classroom activities. Students engage in more interactive activities in the classroom, such as group work, project work, or question-and-answer sessions. This helps them understand the lesson better and allows the teacher to provide an individual approach. Integration with external resources.

In many cases, teachers post their lessons on platforms such as YouTube, Vimeo or create their own online portals. Students familiarize themselves with the materials before the lesson. In higher education institutions in the United States, the flipped classroom model has been successfully used at many universities. Some of the main aspects of how this methodology works in higher education: Practical and interactive lessons: In universities, the flipped classroom methodology is used more in scientific and technical subjects. For example, students solve complex mathematical problems or physics experiments in class, and study theoretical material online before the lesson. Increasing student activity: The flipped classroom model encourages students to be active in the classroom. They engage in more group work, discussions, and practical exercises. This develops the exchange of ideas and critical thinking among students. Use of digital resources: The flipped classroom methodology in higher education requires the extensive use of digital technologies. Universities, for example, provide video lessons, podcasts, interactive exercises, and other resources.

The Flipped Classroom method has been popular in

Germany since the early 2010s. Although the German education system has traditionally preferred an academic approach, there has been an increased interest in introducing new technologies and modern teaching methods. At the same time, the flipped classroom approach in Germany is also used in scientific and technical subjects, as well as general education subjects. The successful implementation of the Flipped Classroom model in Germany requires, in particular, the extensive use of technology and digital resources. Teachers present their lessons to students using videos, online platforms and other digital materials, while practical exercises, group work and interactive lessons are held in the classroom. In Germany, the flipped classroom method is based on several key principles, which are different from the traditional teaching method: Independent learning: Students are provided with course materials (video lessons, online articles, textbooks) at home. Students independently study the topic before class, which prepares them for the lesson. Interactive classroom activities: In the classroom, teachers help students solve complex problems. In the lesson, topics are reinforced through group work, discussions, project work, and other interactive methods. Use of digital technologies: In Germany, flipped classrooms are often implemented using digital technologies. Teachers present materials through videos, simulations, online platforms, forums, and other interactive resources. The role of the teacher: Teachers are not only a transmitter of information, but also a guide, assistant and motivator for students. More time is allocated to students in the classroom and students' self-management skills are developed. Regarding the experience of using the flipped classroom in technical and scientific subjects in Germany, the flipped classroom methodology is being used effectively mainly in technical and scientific subjects, in particular mathematics, physics, chemistry, computer science and engineering. Presenting lessons to students via video and conducting practical exercises in the classroom helps students better understand complex topics. Mathematics and physics: Many German schools use the flipped classroom method in mathematics. For example, students are introduced to new topics through online video lessons, while problem-solving, group work and practical exercises are held in the classroom. Computer Science and Programming: Using the flipped classroom method in computer science classes helps students learn programming. Students learn new topics through video materials before class, and then engage in coding and programming practices in class. In general education subjects, the flipped classroom method in Germany is not limited to scientific and technical subjects, but is

also widely used in general education subjects. For example: History, Geography and Other Sciences: Students are provided with materials in subjects such as history or geography using video lessons and interactive resources. In class, students work in groups and discuss the material they have learned. Languages and Social Studies: In German schools, the flipped classroom method is also used in learning English and other foreign languages. Students learn new words and phrases through videos, and in class, they work on speaking exercises, listening, and learning material. Flipped classroom in higher education The flipped classroom methodology is also being used in higher education at many universities in Germany.

Universities provide students with online learning materials, while classrooms are more interactive and use group work. English Language and Literature: Students are given the opportunity to practice English before class using online materials. In class, students work in groups to analyze the material they have read and do conversational exercises. Computer Science and Engineering: Universities use flipped classroom methods in computer science and engineering courses. Video lessons and online courses are provided to teach programming and engineering processes, while practical exercises are conducted in the classroom.

## **RESULTS AND DISCUSSION**

When it comes to the advantages of the Flipped Classroom, the opportunity for independent learning: Students learn the lesson at their own pace and in their own time, which increases their interest in the educational process. By increasing classroom activity, teachers can give students an individual approach in the classroom and spend more time on group work and exercises. Developing students' analytical thinking, students acquire not only theoretical knowledge, but also practical skills in solving complex problems. By allocating more time to teachers, teachers can provide more individual assistance to students in the classroom, since lesson materials are provided online in advance. Disadvantages of the Flipped Classroom include technological problems, some students may not have access to the Internet or have limited technical capabilities. This can lead to ineffectiveness of the methodology. The issue of student motivation is that students should learn independently in their own time, but some students cannot adapt to this method and their activity may decrease. The additional burden on teachers is that preparing videos and other online materials for teachers requires a lot of time and resources.

The advantages of the flipped classroom in Germany are as follows. Independent learning opportunities: The

use of the flipped classroom methodology in Germany allows students to effectively manage their time and learn independently. Interactive classroom work: Students participate more actively in the classroom and consolidate knowledge through group work and discussions. Individual approach: Teachers provide an individual approach to each student, which provides education tailored to the individual needs of students. Integration with technology: The flipped classroom in Germany requires the extensive use of digital technologies, which allows students to use modern educational technologies. The disadvantages of the flipped classroom in Germany are as follows. Technological problems: Some schools and universities are unable to provide students with sufficient technical resources. This can limit the effective use of the flipped classroom methodology. Teacher training: Teachers require a high level of technical and pedagogical skills to implement the flipped classroom methodology. Some teachers may not have sufficient experience with this methodology. Student motivation issue: Some students have difficulty adapting to independent learning, and this can prevent the methodology from working effectively.

## **CONCLUSION**

In the United States, the Flipped Classroom method has been a great success, allowing students to become more independent and active in the learning process. Many schools and universities are using this approach, and the method allows students to learn at their own pace and consolidate their knowledge through practical exercises in the classroom. However, the technological infrastructure and student motivation remain important factors for the successful implementation of the method. In Germany, the use of the Flipped Classroom method has been particularly effective in scientific and technical subjects. This approach allows students to manage their own time and learn independently. However, the technological infrastructure and teacher training are important for the successful implementation of the method. The German experience can help other countries implement the flipped classroom method effectively. The flipped classroom method has demonstrated significant potential in enhancing English language learning across different countries. By enabling students to learn content independently at home, teachers can dedicate class time to more interactive, hands-on activities that foster deeper learning. Technologies such as video lectures, interactive quizzes, and language apps are central to the flipped classroom experience, allowing teachers to cater to students' individual needs and learning paces. However, successful implementation requires strong

technological infrastructure, teacher preparedness, and students' willingness to take responsibility for their learning. The international experiences highlighted above show that with thoughtful integration, the flipped classroom model can significantly improve English language teaching and learning outcomes.

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