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Possibilities Of Using The “Flipped Classroom” Model In Higher Education

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Abstract: The article describes the content and possibilities of the Flipped Classroom (reverse class) model, which is successfully implemented in educational systems worldwide. The article outlines the differences between the Flipped Classroom model and the traditional teaching system and justifies the need to apply it to the higher education system of Uzbekistan. At the same time, the article developed proposals and recommendations for the implementation of the “Flipped classroom” model.

Keywords: “Flipped classroom”, traditional education, modern education, higher education, mixed education.

Introduction: Relevance of the topic.

The achievements of modern science influence the system of reading and teaching. In particular, it is urgent to combine traditional educational processes with innovative educational models, to introduce digital technologies and modern methods that can fully meet world requirements. It should be noted that the needs of today’s students cannot be adequately addressed by traditional teaching methods. This requires teachers and researchers to effectively apply modern teaching models and technologies within the educational system. In this study, we will focus on the possibilities of implementing the “flipped classroom” – which is one of the modern models of teaching.

We can justify the relevance of this topic with several aspects. Including

- lack of scientifically based analysis of differences between the traditional education model and the “Flipped Classroom” model;

- insufficient development of methodological recommendations for the introduction of the “Flipped Classroom” model in higher education institutions;

- low level of development of students' independent learning competencies;

- different levels of digital literacy and pedagogical competences of teachers;

- “Flipped Classroom” model is not adapted to the context of national education, etc.

The above circumstances justify the need to put this model into practice in modern higher education research.

Literature analysis.

If we look at the history of the “Flipped classroom” model, this educational model gained great popularity in the early 2000s, but the first elements of this model date back to the 1990s.

“Flipped classroom” the model was first developed by two high school teachers, Jonathon Bergmann and Auron Samslar. These scientists began to implement this approach in their classrooms around 2007. In the scientific theories of Harvard professor Clayton M. Christensen, he applied the Flipped Classroom model in practice and gave several reasons for how effective this model is in the educational system. Robet Talbert, a professor of mathematics at Grand Velley State University, has provided research resources on lesson topics on her YouTube channel. Vanderbilt computer science professor Doug Fisher gave video lectures to his students before class. As a result, research shows that students simply complete reading tasks in front of the audience.

Scientific novelty of the article – emphasis is placed on justifying the possibilities of implementing the “Flipped classroom” model into the higher education teaching system.

Purpose of research improving students' personal

learning motives and developing scientific and methodological recommendations through the "Flipped classroom" model.

METHOD

The "Flipped classroom" model, which is effectively used in the education system of many developed countries of the world and in other fields of production, is uniquely implemented in other fields as well. The Flipped Classroom model is used in the educational system to intellectually develop students and young people, and to further enrich their understanding of scientific processes. It is no coincidence that the "Flipped classroom" model in higher education has attracted the attention of scientists all over the world due to its many possibilities.

The main goal of using the Flipped Classroom model is to increase the effectiveness of the education system. This model also enhances students' learning outcomes and supports their active engagement during class activities.

"The Flipped Classroom is an educational model in which students engage with challenging activities during lessons, reinforcing independent study of teaching materials outside the classroom. the "Flipped classroom" model includes personalization of information related to educational activities, collection and analysis of information about the student's effectiveness, progress, preferences and needs in educational activities.

When implementing the "Flipped classroom" model, it is often confused with distance learning, which is considered one of the educational models by students. The Flipped Classroom model differs from distance education in several ways. One main difference is that face-to-face classroom time remains unchanged; only the lesson content is delivered differently.

Today's students take part in the training sessions, getting acquainted with the main part of the educational materials in the lesson, instead of the teacher's long and boring lectures. Therefore, the main part of the training conducted in the classroom's office is spent not on the teacher presenting a statement of various issues on the blackboard, but on discussing additional questions based on the practice of scientific conversation on the topic and the needs of students.

In traditional lessons, long lectures are usually given, focusing mainly on topics already familiar to students. As a result, little time is left for questions and exercises. While implementing the Flipped Classroom model, it addresses several educational challenges. The "Flipped classroom" model includes homework and other stages of the lesson, that is, watching video lectures, reading educational materials related to educational activities, passing various tests for the initial mastery of the subject is also the basis of home work.

We are faced with various questions about the effectiveness of the "Flipped classroom" model. We can give the following as an example of this, as much time as it takes for a student to learn about a new topic, this model gives this opportunity. The student can stop the lecture at any time and continue again as much as possible. In traditional lessons, students have little opportunity to review the teacher's monologue or revisit parts they did not understand. "Flipped classroom" model is excluded.

As one of the more effective aspects, it can be said that since the theoretical part of the educational materials is familiar to the students, the lessons in the classroomium are organized in a lively, discussion-rich form, as a result, during such a lesson, each student can express his opinion on the topic. Such situations help to maintain high motivation in the student. Students who are unable to participate in the course for various reasons can also achieve learning outcomes through the Flipped Classroom model. The Flipped Classroom model allows parents to participate in online lectures as external experts. This approach encourages teachers to engage in further professional development to organize lessons more effectively, thereby improving the quality and efficiency of education.

The application of the «Flipped classroom» model to educational processes makes it possible for the student to individualize the learning process for an educational approach. As a result, low learning makes it possible to work with students who do not participate in the teaching process at all. «Flipped classroom» model is recognized as one of the submodels of mixed education.

Today, these educational models are also used by top-1000 universities and attract scientists with their good results. There are several interactive platforms on these learning models today, including AhaSlides, Mira and Flipgrid. Such platforms are among the tools that attract students' interest in face-to-face and virtual learning processes and classrooms. Using the above platforms, students can use various games, quizzes, brainstorming and many other possibilities. The use of these methods is 90% of the result.

The educational model we are implementing differs from the traditional process, as students engage with interactive learning materials before class, rather than simply re-reading content, and in the philliped classroom model, students review interactive learning models before class. In traditional education, students primarily listen to lectures, whereas in the Flipped

Classroom model, they actively apply basic concepts with feedback. After class, students try to do their homework. In the “Flipped classroom” model, students check their knowledge and expand their knowledge through more complex tasks.

In the Flipped Classroom model, each student independently studies the topic, which helps improve their listening, speaking, reading, writing skills, and vocabulary at their own pace. It allows students to develop individually. The application of the modern educational model requires teachers to possess advanced pedagogical skills and digital literacy, including proficiency in mass media, information, and ICT.

Before implementing the Flipped Classroom model, teachers need to develop a sequence of educational resources and an evaluation system that balances traditional and online approaches.

During the lesson, professors and teachers approach the students individually, develop the mental activity of the students, explain the topic to the students in a simple way through the assigned tasks and give direction.

Over the past decades, many higher education institutions have seen a worldwide increase in the use of the Flipped Classroom approach.

Students are provided with multimedia educational materials covering typical flipped classroom content to support self-directed learning. Flaherty and Phillips expressed their views in 2015. Gilboy, together with Goedhart in 2019, conducted research on problem-solving discussions and interactive peer-to-peer training.

In 2020, Hew and Lo, and in 2019, Strelan conducted several analyses of students. For example, 33,678 out of 174 students have had their meta-analysis changed. Studies have shown that the reverse class model significantly improved the student's scientific achievements, regardless of academic subject.

CONCLUSION

1. This study provides comprehensive information on the technology of implementing the Flipped Classroom model in the higher education system, including its elements and evaluation strategies.
2. The Flipped Classroom model serves as a means of personal and professional development for both teachers and students. The fact that the educational process, unlike the classroom, is focused on practice as much as possible helps students to develop themselves personally, to further improve their opportunities by developing effective communication skills in them.
3. 3.Considering that the above theoretical conclusions are focused on practice, there is enough time for scientific practice. Application of theoretical knowledge in practice ensures further effectiveness of the student's scientific potential.
4. Lessons conducted through the Flipped Classroom model include practice quizzes, games, master classes, scientific projects, debates, simulations, and experiments to analyze situations related to the topic.

Offers.

-Introducing the Flipped Classroom model in higher education institutions could help address several shortcomings in the education system;

- It is evident that students’ cognitive learning skills may decline as they become accustomed to traditional education. Introducing the Flipped Classroom model into the educational system can further develop students’ cognitive learning skills;

- The modern educational model allows further improvement of educational infrastructure and scientific resources that meet international standards.

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