



TEACHING ENGLISH ON THE BASIS OF MODERN TECHNOLOGIES

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Abstract: Flipped classroom technology is becoming increasingly popular in higher education is ongoing and is sometimes controversial. Many professional educators have highlighted the potential benefits of this model. Early studies of implementation were primarily positive. The rationale for changing classroom style is to increase student engagement with content, increase faculty contact time with students, and improve learning. Flipped classroom technology is a type of blended learning in which students are introduced to a topic at home and practice working through it at school. In this article, different from the traditional teaching process, using modern pedagogical technology (inverted classroom technology), the issues and steps of improving the efficiency of the lesson and students are covered.

Key words: technology, innovative, teacher, Flipped classroom, topic, lesson, method, online, school, model, discussion, interactive.

INTRODUCTION

Innovative processes implemented in the current economic and social life required objective conditions for a consistent and regular transition to new technologies of education by raising the quality of education to a new level. After all, education is a human activity without passively accepting innovations from other fields, has a significant impact on their change and development. Currently, the innovative processes taking place on a global scale, namely the Internet, microelectronics, robotics, biotechnology, chemical technology, computerization and developments in the field of information exchange require modernity in the field of education. Because in the first years of independence, students were taught in traditional education if students were taught only to acquire ready-made knowledge, now modern technologies teach them to search for and independently search and analyze the knowledge they need to acquire. Therefore, the priority task at the moment is to educate free-thinking young people in the main center of education, assimilation of new technologies and their regular use in the system. Teaching has evolved over the years and the face of education is constantly changing. It is no longer about introducing theories and topics to students, but rather something that develops students' personal and professional skills.

For this, traditional teaching methods should take a step back and interactive classroom activities should take center stage. Reclaimed classrooms step forward!

Recently, this concept has been of great interest among teachers. What is the special feature of this educational method that turns every teacher's world upside down? Let's see what flipped classrooms are all about.

LITERATURE REVIEW



In determining the scientific direction of the article, Joseph Zambech, professor of Seisburg University in Austria, researchers Viola Geysler, I. Deibl, Lisa Altemüller, professor of Denver State University, USA, researcher Cynthia Linkvist, University of Hong Kong to the researches of researchers such as Khe Fung Timothy Hue, Chung Kwan LO, Russian researcher Darya Dobritsa, Soliha Allayarova¹ in promoting ideas related to the popularization of ICTs in the educational process of higher education relied on. The normative and legal basis of the research is formed by the ideas put forward in the Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030². Also, sources were sorted based on content analysis and comparison.

It would be safe to say that advances in science and technology have made traditional classes boring for young people. In the last two decades, innovations have been widely introduced in education, as in all areas of social life. The idea of "Flipped Classroom" (inverted classroom) was also put into practice as such an innovative idea of teaching.

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Flipped classroom technology is a type of blended learning in which students are introduced to a topic at home and practice working through it at school.

Flipped classroom is considered a teaching method that changes the traditional model of teaching. In the modified classroom, students are introduced to new content outside of class, usually through videos or online resources, and then engage in active learning activities during class. This approach enables the development of a more personalized and interactive learning experience.

Personalizing data in the flipped classroom process involves collecting and analyzing data about student performance, progress, preferences, and needs. This information can be collected from a variety of sources, including online assessments, learning management systems, digital tools, and student feedback. By using this information, teachers can gain an understanding of each student's strengths, weaknesses, interests, and learning styles.

Although reverse classroom technology gained a lot of attention and popularity in the early 2000 s, the concept of "reversed classroom" dates back to the 1990s. The term "flipped classroom" was coined by two middle school teachers, Jonathan Bergmann and Aaron Sams, who began experimenting with recording their lectures and assigning homework to free up class time for more engaging activities. They started implementing this approach in their audiences around 2007.

In this flipped classroom approach, face-to-face interaction is mixed with independent learning. In a common Flipped Classroom scenario, students may watch pre-recorded videos at home, then come to school to complete homework armed with questions and at least some initial knowledge.

In the concept of the flipped classroom, students need themselves the most

¹ Аллаярова Солиха Нарзуллоевна (2020). Ахборот-коммуникация технологиялари олий таълим сифати ва самарадорлигини ошириш омили. современное образование (Узбекистан), (4 (89)), 10-19.

² Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш Концепциясини тасдиқлаш тўғрисида ПҚ5847. 08.20.2019. <https://lex.uz/docs/4545884>



will reconsider when they have the resources. The problem is that when students need help doing the work rather than being introduced to the new thinking behind the work, the solution to the flipped classroom is to change that model.

Harvard professor Clayton M. Christensen's theories, the Blended Learning Universe (BLU) Institute recommends the following for students to do in the auditorium that has become home:

- watching an online lecture;
- review of online course materials;
- reading material or digital texts;
- participation in online discussion;
- conducting research.

This doubles student engagement with faculty. They can personalize the subject once at home with videos, then in the classroom, allowing for more precise control of learning.

Notably, teachers can record lectures that highlight critical ideas, power standards, and even pace a given curriculum map. It also allows students to create a ready-made library to allow pause, skip, Google terms, replay, and more.

DISCUSSION

The flipped classroom technology, which includes traditional education and distance education, is being effectively used by universities ranked in the TOR-1000 rating, and high results are being achieved.

Professors and teachers of Brunel University of Great Britain have observed that through this method, students conscientiously perform the so-called "homework" after class, as well as actively participate in group discussions and debates. This method has shown its efficiency of 92.5%.

Flipped classroom technology is one of the sub-models of blended learning. There are many models of blended learning technology that are being used effectively by TOR-1000 universities.

In today's blended learning, AhaSlides, Miro and there are interactive platforms like Flipgrid. Such platforms are effective blended learning tools that engage students in face-to-face and virtual classrooms. In addition, students can access educational quizzes, games, brainstorming sessions and many other opportunities through these platforms. The result of using this method made up 90%.

RESULTS

Using the Flipped Classroom sub-model a course or subject in which students participate in off-site online learning instead of traditional homework, and then attend a higher education institution for face-to-face, faculty-led internships or projects. The primary delivery of content and instruction is online, which sets the Flipped Classroom apart from students doing homework online at night.

The traditional approach to teaching in the flipped classroom is reversed. Instead of delivering new content during class and assigning homework for practice, learning materials are provided to students before class begins. This allows students to learn content at their own pace, freeing up valuable class time for more interactive and engaging activities.

CONCLUSION

On the basis of reverse class technology, information on the organization of the educational process can be pushed from the Internet or various articles, but it will take a lot of time. Passing



while using flipped classroom technology it is important that the method used for the lesson is appropriate. If this recommendation is not followed, this technology will lose its effectiveness. The use of flipped classroom technology in the educational process becomes more attractive in the examples of elements given in the application.

No matter how controversial the experience of using the flipped classroom method may be, this innovative model meets all the requirements for modern education: it provides an individual approach, helps to develop practical skills and teaches one to acquire knowledge independently.

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