

Innovationen im Sprach - und Kulturunterricht sowie humanitäre Innovationen sind noch lange nicht in ihrer vollständigen und endgültigen Form angekommen. Viertens ist die Linguodidaktik eine relativ junge Wissenschaft; erst in den 50er Jahren des 20. Jahrhunderts begann sie, sich von angewandten und privaten Methoden zu trennen.

Innovationen im Sprach- und Kulturunterricht stehen also in den Startlöchern. Ihr Forscher, der in der Lage ist, eine Methodik zur Bestimmung der Parameter und Merkmale sprachdidaktischer Innovationen zu etablieren, ein Verfahren zu ihrer Diagnose und Genehmigung (auf Patentebene) vorzuschlagen und zu prüfen die Mechanismen für ihre Umsetzung im praktischen Unterricht in verschiedenen Phasen des sprachlichen Bildungsprozesses.

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## THE USAGE OF FLIPPED LEARNING AT SECONDARY CHILDREN

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**Abstract:** This article gives information about the new teaching method that is called Flipped Learning and the usage of it at secondary school

**Key words:** Modern teaching methods, Flipped Learning, flipped teaching, methodology, tradition classroom, flipped classroom, learning management.

**Аннотация:** В этой статье представлена информация о новом методе обучения, который называется «Перевернутое обучение», и его использовании в средней школе.

**Ключевые слова:** современные методы обучения, перевернутое обучение, перевернутое обучение, методология, традиционный класс, перевернутый класс, управление обучением.

**Annotatsiya:** Ushbu maqolada Flipped Learning deb nomlangan yangi o'qitish usuli va uning o'rta maktabda qo'llanilishi haqida ma'lumot berilgan.

**Kalit so'zlar:** Zamonaviy o'qitish usullari, Flipped Learning, Flipped teaching, metodologiya, an'anaviy sinf, teskari sinf, ta'limni boshqarish

## **Introduction and state of the question**

Modern technology in the 21<sup>st</sup> century brings about new opportunities and challenges in societies throughout the world. We are living in a fast-developing century and there are different types of teaching methods that help to develop learner's knowledge. It is being difficult issue to concentrate their attention on the lesson and to find well-planned and effective methods. In general, all modern language teaching methods should be used to improve students' learning levels, and at the same time, it is necessary to organize lessons using methods that are widely used and have shown high results in developing countries. It is not wrong to say that the flipped learning method is a clear and obvious example of this.

## **Methods**

*Flipped learning is a teaching methodology that helps both teachers and learners create an active learning environment by showing students following lesson materials and presentations to be assigned at home or before the lesson, and it has prioritized teaching and learning process. [1].* However, it depends on that pupils whether they could learn more effectively or not by using class time for small group activities and individual work. Teachers give students lesson materials and presentations in advance to make learners to prepare for scheduled lesson. Flipped Learning or flipped classroom is an educational technique that puts individual home study first. In addition to this, flipped learning is a high-planned and high-quality method which helps to improve learners' ability, creativity, and teaching ability. Especially, it will be useful at the university students because they are the future teachers and they should learn how to conduct the lesson and how to achieve the successful lesson. Traditionally, teachers will take a lesson and introduce their subject to class, before setting homework to help their students what they have learnt. The flipped classroom model takes this traditional teaching method and flips it on its head, asking students to carry out some preliminary research before coming the lesson, then using the class time to answer questions and build on the knowledge acquired from their self-directed learning. The Flipped learning approach is developing year by year. *According to a 2014 survey from the flipped learning network, 78 percent of teachers said they had a flipped lesson, and 96 percent of them would recommend it to other educators. [3]*

After learning about researchers' research, I wanted to use this modern method with secondary school children, in my practical classes which their grade is 9 and 10. I thought it would be effective and successful because my students are very hard-study and clever pupils. I was teaching them for 6 months and I have learned their level so I have decided to try flipped learning at this class.

First of all, we found an interesting and easier theme to learn at home without a teacher because if it was my first open-lesson and we were practising this method. If

we choose a difficult theme, they may come across some difficulties and they did not be interested in the lesson. I think, I was afraid of my lesson would not as successful as be I wished.

Secondly, I gave the topic and give some instructions to the pupils. Then I explained what flipped learning is, and what flipped classroom is I said to them «You should study this theme independently and learn it at home. Do your best, please».

Thirdly, we were preparing the lesson as taking learners' position into consideration, because I was afraid that my lesson would be unsuccessful. we did the best, and tried to choose the most suitable activities for the lesson. I found video-materials as extra materials to draw their attention to the lesson.

Finally, the time is over and it is about time to check pupil's self-study and preparation to the lesson.

At the beginning of the lesson, 5 pupils gave specific information about the topic and tried to explain the theme. Then the other student showed the video-material that she found. In the middle of the lesson, other students gave interesting activities and games deepen their understanding about the topic. In addition to this, I helped the students conduct the lesson and use the materials. After they had finished their explanations, I gave some topic related information and feedback. At the end of the lesson, I rewarded all the pupils for their participation and response to the lesson.

### **Results**

*The researchers found a total of 605 references from 20 selected articles of flipped classrooms and the most highly cited reference was Bergmann and Sams (2012) from a book entitled «Flipp Your Classroom, Reach Every Student in Every Class Every Day» a total of citation was eight times. [2; 324p]*

The mission was completed, I achieved the results that I need out of the lesson. Pupils also understood what flipped learning is, and the advantages of this method. There were some differences the usage of this modern methodology between 9<sup>th</sup> grade and 10<sup>th</sup> grade pupils:

- 9<sup>th</sup> grade pupils were more responsible, diligent, active and prepared for the lesson with more interest;
- Students of the 9<sup>th</sup> grade mastered the given topic well in the process of independent study and at the same time prepared very interesting activities and tasks;
- 10<sup>th</sup> grade students came to class more careless and less prepared as they were mostly preparing for higher education;
- The 10<sup>th</sup> graders had a little difficulty working in groups, it was harder to focus in class, but they learned quickly and did the activities well.

## **Discussion**

I am writing this article after using flipped learning in my lesson. I can say I used this method the effective way and I can advise it without a doubt, to other teachers to use this method. Students in the flipped classroom performed better than those in traditionally taught classes across all of the academic outcomes we examined. In addition to confirming that flipped learning has a positive impact on foundational knowledge, I found that flipped pedagogies had a modest positive effect on high-order thinking. Flipped learning was particularly effective at helping students learn professional and academic skills. Importantly, we also found that flipped learning is superior to lecture-based learning for fostering all intra-interpersonal outcomes examined, including enhancing students' interpersonal skills, improving their engagement with the content and developing time management and learning strategies. Furthermore, not only language teachers but also other subject teachers can use flipped learning in their lessons. This modern method helps students working in groups, peer work, independently study and improve their learning and teaching abilities. I can say without a doubt that the flipped learning model benefits a wide range of students, from the academically advanced to those with special needs. One of the main benefits adopting flipped learning methods is that students are able to learn more deeply and retain the lesson better. Students are able to gain a more complete understanding of content. Furthermore, classrooms that incorporate flipped learning offer more chances to pay attention to the lesson of other students. Using from teachers guidance, students work together to solve problems and apply new concepts. This helps to create a stronger and more effective learning community. The research examining student performance in a flipped classroom found statistically significant gains in student preference for flipped methods.

Adopting a new pedagogy can be daunting, and a significant barrier to converting a course to a flipped format is t

To sum up, flipped classroom or Flipped learning is one of the modern and at the same time very effective teaching methods, which is important for increasing students' ability to learn and effectively organizing the lesson. In addition, since the teacher gives the lesson materials before the lesson, the students learn them independently and play exercises and games related to the topic. In general, I can say that this method is very effective and useful and I recommend it to other teachers. I hope that others will have a teaching method that can give them results that exceed their expectations.

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