



## Implementation of Modern Technologies in 'Flipped Classroom' Module

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### Annotation:

One of the factors determining the effectiveness of education is the 'flexibility of the teaching process', it helps to overcome various unforeseen circumstances and problems, such as the pandemic situation caused by COVID-19, from which the whole world is suffering today. This article discusses the relevance of the 'Flipped classroom' module, which is an integral part of the 'Blended Learning' system in improving English speaking competence, as well as, the 'Google classroom', 'Flipgrid', 'Mimind', 'XRecorder', 'Loom', 'Padlet' programs in its organization. In addition, the study found that the students in HEE (in the example of Navoiy State pedagogical institute) found the 'partial' form of this module more successful than the 'full' form.

**Keywords:** 'Flipped classroom' module, 'partial' introduction, modern technological applications.

### Introduction

The current rapidly evolving period requires radical changes and reforms in all areas, especially in the field of education. It is known that Uzbekistan holds a number of conferences and seminars on the appropriate use of educational methods in various developed countries. At the same time, there are continuing efforts in some schools and universities to establish a 'Flipped classroom' module step by step. However, it is very important to constantly improve the practical skills of teachers, students in order to organize it effectively and purposefully. In order to improve practical skills, it is necessary to develop not only books, presentations, 'long' lectures by the teacher, but also the ability of students to work collaboratively, to learn independently through the use of information and communication technologies. The development of students' language skills through the implementation of the 'Flipped classroom' module with the effective use of ICT tools in the teaching and learning of foreign languages has also become an important issue. This article, using the example of the Navoi State Pedagogical Institute, answers the following questions: a) How will students respond to the 'Flipped classroom' module in the early stages?; b) What ICT tools that help to organize the 'Flipped classroom' module are easy and effective to use in NSPI?

### Adaptation process in the 'Flipped classroom' module

Since this module is a completely new situation for most Uzbek universities, it is advisable to move to this system 'partially', rather than 'in full', in order to improve the adaptation process. Poon's (2013)



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research shows that if the lessons in the 'flipped' module are completely new to students, this module can be applied according to the level of difficulty of the topics, i.e., it is easier to master independently.

Introducing 'flipped' topics, and conversely teaching topics that are more difficult to learn independently. This method, first of all, leads to the organization of lessons on the basis of different methods, which in turn increases the motivation of students. The aim of this study is to slowly move the system to a fully 'flipped' state, in stark contrast to Poon's theory. The first steps, of course, begin with a 'partially' organized module, and then, in the process, the system is gradually brought to a complete state, depending on the individual situation and characteristics of the students. This can happen differently in different schools. In the case of NSPI, it can be said that this adaptation process is slower due to a) lack of ICT skills in students; (b) Not all students have access to computers and the Internet. However, the literacy rate of students is very good, which is one of the great achievements in the organization of independent learning. It is important to consider the following when organizing lessons:

- Providing detailed information about this module on the first day of the course. Emphasize its benefits and conveniences;
- Setting clear and realistic goals based on students' abilities and knowledge. Familiarizing students with the full course plan and assignments;
- Improving technology literacy. Teach the use of one technology in each traditional lesson (or monthly);
- Finding out students' opinions in each lesson through questionnaires and face-to-face conversations (to help them overcome difficulties and problems);
- Accepting some easier tasks based on learned technology.

<b>Loom</b>	It takes a picture of your screen and immediately sends it to students via a simple link. (Computer software)
<b>Flipgrid</b>	It is a video discussion platform that allows students to videotape themselves, see and reflect to their classmates responses. This time-saving app is also convenient in the evaluation process. (Mobile phone and computer software)
<b>Mimind</b>	Students summarize their ideas or new knowledge in the form of a map. It is also used for discussions, poster presentations, project presentations. (Mobile phone and computer software)
<b>Platform 'Google classroom'</b>	It offers free service for schools, nonprofits and those with a personal Google account. Makes it easy for students and teachers to connect inside and outside the school. It saves lesson time and paper; makes easier to create a lesson, distribute assignments, communicate. (Mobile phone and computer software)
<b>XRecorder</b>	Records information on the screen in the form of a video, a free mobile phone application that is very easy for students to use for short presentations or exchanges of ideas individually.
<b>Padlet.com</b>	A padlet is a versatile and intuitive virtual mail panel that can be used with your students in the classroom or to expand their learning. Group discussions, the teacher asks a question (in writing, video, pictures can be added) and all students answer in writing (in writing, video, pictures can be added)



## Research

This study was conducted over 2 months. One group of first-year students (group 108) was selected as the study participants, for a total of 19 students. Fifteen of them entered the institute on the basis of IELTS exams, and the rest on the basis of entrance exams. Their average language proficiency level is 'pre-intermediate' in speaking and writing, and intermediate level in grammar and vocabulary, reading, listening and comprehension skills. The 'Flipped classroom' module was previously introduced to them in full. However, by the end of the first week, they had several problems to adopt to this module. The main reasons for this, they say, are that they have become accustomed to the teacher's live lectures in the classroom, and that they have difficulty using the established ICT programs. Given these shortcomings, from the second week onwards, this module was implemented 'partially' rather than 'completely'. In this process, students were a) attached to small groups; b) one ICT training per week; c) 'reflective writing' as homework after each lesson, i.e. students' opinions on what they learned from the previous lesson were taken in writing. At the end of the study, students were interviewed anonymously in the form of a test.

## Results

The survey mainly included questions about their psychological changes and the extent to which their practical skills had changed. The following is an indication of the change in students who received the study and after the study.

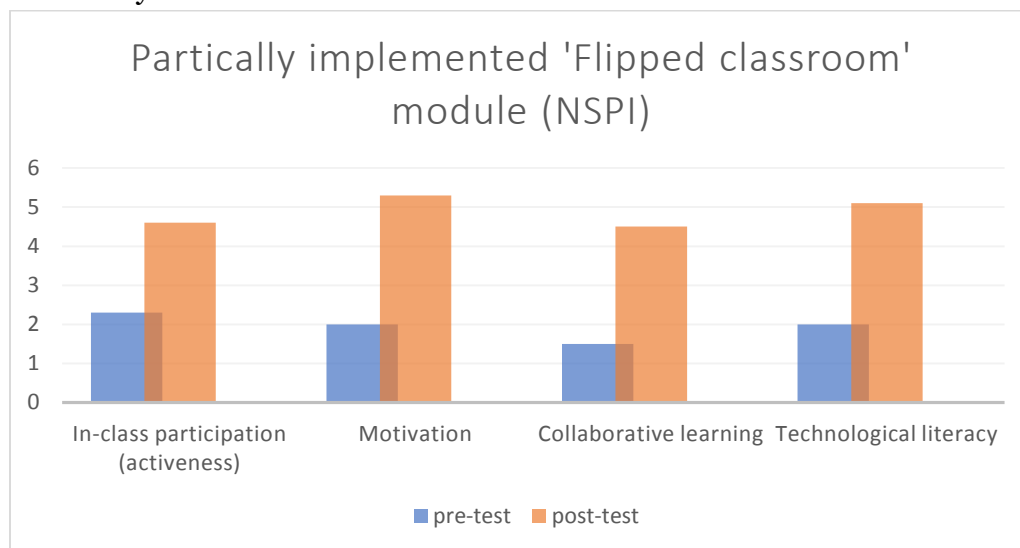


Figure I. Modern program types and their advantages in the 'Flipped classroom' module

## Conclusion

This means that each new system must take into account the readiness of the student to make that change. The gradual introduction of the 'Flipped classroom' module in higher education institutions, taking into account the interest of today's students in literacy and modern software and devices, can serve to further improve the quality of education.



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