**Flipped classroom**

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A **flipped classroom** is an instructional strategy and a type of [blended learning](https://en.wikipedia.org/wiki/Blended_learning) that reverses the traditional [learning environment](https://en.wikipedia.org/wiki/Learning_environment) by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch [online lectures](https://en.wikipedia.org/wiki/Online_lecture), collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.

Inverted class in other words upside down. Teachers are preparing new materials for the home, and in the classroom, students are practicing. This technology saves the teacher's time in class. Or the teacher asks a new topic for the house, with the students themselves looking for materials. At the lesson, or rather in practice, the teacher will notice the progress in learning English. Ask how?

If in traditional teaching the teacher talks a whole lesson, explains a new topic, the teacher can not learn the level of students, can not see them in practice and their knowledge. Just give them tests, and all sorts of tests. And with this method you can see the opportunities of students? No. No, it's not. At the present time, the lesson lasts 40 minutes. Within forty minutes the teacher will explain the new topic? Or will he work with his students, speak English? Of course it will explain a new topic. And assessments? As I said the teacher because of the lack of time just hold a control robot. And in the " Flipped classroom " technology, the teacher will put real marks, and see the level of knowledge of the English language, correct their mistakes, and you can see them in practice. And one more big plus lecture that the teacher made, for example: recorded on video, you can use it for other classes, you can use this lecture year after year. This means you do not need every lesson to explain a new topic to each class. In general, the technology "Flipped classroom" is very effective.

**Traditional class**

**Before class**-look over material.

**During class**-attend a lecture.

**After class**-attempt the home work.

**Flipped class**

**Before class-**prepare to participatein class activities

**During class**-practice applying key concepts with feedback

**After class**-check understanding and extend learning

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1.Flipped learning keeps students more engaged

2.Teachers provide more personalized attention.

3.Students have more control

4.Lessons and content are more accessible (provided there is tech access)

5.Access = easier for parents to see what’s going on

6.It can be more efficient

7.Access = easier for parents to see what’s going on

**Criticisms Of The Flipped Classroom**

Of course it’s not that simple, and there are [**pros and cons of a flipped classroom**](https://www.teachthought.com/trends/10-pros-cons-flipped-classroom/).

As a learning model, criticisms include reduced opportunity for self-directed critical thinking, decentering the role of the student, encouraging a lecture-driven march through curriculum, and in general simply streamlining an already industrialized approach to learning.

And just like in a regular classroom, success depends greatly on the quality of the teacher, the clarity of communication, and the quality of given curriculum, assessment, and instruction. Further, equity is still a major issue, and it doesn’t address the dated approach most educational systems take to curriculum.

**The Tools of Flipped Learning**

A comprehensive list of every possible tool educators could use to flip a classroom would require a book (and probably still miss some), but we wanted to address a few resources that are common in flipped classrooms.Of course, familiar tools like YouTube, Evernote, Google Drive, and blogging platforms can play a role as well.

**Why this method should be used.**

This method helped me a lot in practice. I didn’t have the opportunity to leave them after classes and prepare for my lesson, but I don’t need it. I just sat at home sending materials to students and they went to class ready for any question.

And also in our area very cold winters from which often abolish classes in schools and in order not to waste time, you can use the inverted class method even if teachers do not want to spend time preparing content, on the Internet there are many applications like Flipped Primary education "," Flip Tools "," FEAT-Flipped education "," Flipped classroom "to help you learn the language outside of school. Аfter watching the students, I realized that holding the phone is more convenient than carrying a handful of books. The future is young and our choice is a Flipped classroom.

**Students learn more deeply.**

As a result of students taking responsibility, interacting meaningfully and often with their teacher and peers, and getting and giving frequent feedback, they acquire a deeper understanding of the content and how to use it.

**Students are more active participants in learning.**

The student role shifts from passive recipient to active constructor of knowledge, giving them opportunities to practice using the intellectual tools of the discipline.

**Interaction increases and students learn from one another.**

Students work together applying course concepts with guidance from the teacher. This increased interaction helps to create a learning community that encourages them to build knowledge together inside and outside the classroom.

**Teacher and students get more feedback.**

With more opportunities for students to apply their knowledge and therefore demonstrate their ability to use it, gaps in their understanding become visible to both themselves and the teacher.

Thanks to a closer cooperation of students and teachers, ties are being established among them, which allows them to support not only business but also friendly attitudes. Students begin to trust teachers more, which means that problems with problem children will decrease many times.

**In practice**

Woodland Park High School chemistry teachers Jonathan Bergmann and Aaron Sams began practicing flipped teaching at the high school level when, in 2007, they recorded their lectures and posted them online in order to accommodate students who missed their classes. They note that one person cannot be credited with having invented the inverted or flipped classroom, and assert that there is no one 'right' way to flip a classroom as approaches and teaching styles are diverse, as are needs of schools. They went on to develop the "Flipped-Mastery" model and wrote extensively about it in their book Flip Your Classroom.

Like adult children, they sometimes get sick, so they have to skip lessons, I knew from experience that this could not be avoided. Then this technology came for help to me, I was able to tell everything that was in the classroom at a distance and also give the task for the next lesson. When the children, after a long absence, came to the lesson, they did not sit without realizing what the topic was, they knew what was going on.

**Student perception**

Students may be more likely to favor the Flipped Classroom approach once they have taken the time to personally participate in this specific type of learning course. In a prior pharmaceutics course, for instance, a mere 34.6% of the 19 students initially preferred the Flipped Classroom setting. After all of the students had participated in the Pharmaceutical Flipped Classroom course, the number of those favoring this method of learning increased significantly, reaching a total of 89.5%. Individuals interested in a more problem-solving, hands-on form of learning are more likely to benefit from Flipped Classroom, as it sways from a traditional lecture learning style. Students may initially have certain doubts or fears regarding the use of Flipped Classroom, including.

**In Conclusion**

The flipped classroom may not be for everyone. It involves some extra upfront work and just might not mesh with the teaching style of every educator out there. But enough of the teachers that have tried it are having success that you may find it worthwhile to experiment with flipping a lesson or two to see what happens. You might just become a convert.

I think thanks to this method I could achieve success in teaching students

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