



UDC: 378.016

Guzal JALILOVA

Profi University Pedagogy and foreign languages department English teacher

E-mail: guzalina-jalilova@mail.ru

Toshkent amaliy fanlar universiteti dotsenti, PhD B.Muxammadov taqrizi asosida

ВАЖНОСТЬ МОДЕЛИ ПЕРЕВЕРНУТОГО КЛАССА ДЛЯ УЛУЧШЕНИЯ КОМПЕТЕНЦИИ УЧАЩИХСЯ В РАЗГОВОРНОЙ РЕЧИ В ВЫСШЕМ ОБРАЗОВАНИИ: ВНИМАНИЕ НА НАПРАВЛЕНИЯ ПОДГОТОВКИ ПРЕПОДАВАТЕЛЕЙ ЯЗЫКОВ

Аннотация

Модель перевёрнутого класса, которая всё более широко используется в языковом обучении, играет важную роль в улучшении беглости речи у студентов высших учебных заведений, обучающихся по программам преподавания языков. Это исследование рассматривает, как модель перевёрнутого класса, при которой контент изучается вне класса, а на занятиях проводятся интерактивные мероприятия, способствует вовлечённости, автономии и языковой компетенции студентов. Она способствует лучшему погружению в язык, улучшению взаимодействия между сверстниками и созданию большего числа возможностей для персонализированного обучения, что способствует улучшению беглости речи. В статье также предлагаются способы интеграции техник перевёрнутого класса в учебные программы по языковому обучению.

Ключевые слова: Перевернутый класс, беглость речи, высшее образование, активное обучение, вовлечённость студентов, автономное обучение.

“FLIPPED CLASSROOM” MODELING TALABALARNING OG‘ZAKI NUTQ KOMPETENSIYASINI RIVOJLANTIRISHDAGI AHMIYATI: TIL O‘QITISH MUTAXASSISLIGI MISOLIDA

Аннотация

“Flipped classroom” modeli, xorijiy tillarni o‘qitishda tobora keng qo‘llanilayotgan yondashuv bo‘lib, til o‘qitish dasturlarida ta‘lim olayotgan oliy ta‘lim talabalarining erkin so‘zlashuvini oshirishda muhim rol o‘ynaydi. Ushbu tadqiqot “Flipped classroom” modeling darsdan tashqarida kontent o‘rgatilishi va dars davomida interaktiv faoliyatlar amalga oshirilishi orqali talabalar ishtirokini, mustaqilligini va til malakasini qanday rivojlantirishini o‘rganadi. Bu model talabalar o‘rtasidagi ingliz tilidagi muloqotni va mustaqil ta‘lim olish imkoniyatlarini oshiradi, bu esa so‘zlashuvni yaxshilashga olib keladi. Maqolada “Flipped classroom” modeli asosidagi texnikalarni xorijiy til dars jarayonida qo‘llash bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar: Flipped classroom, nutq ravonligi, oliy ta‘lim bosqichi, faol o‘qish, talabalar ishtiroki, mustaqil ta‘lim ko‘nikmalari.

THE IMPORTANCE OF THE FLIPPED CLASSROOM MODEL TO IMPROVE STUDENTS' SPEAKING COMPETENCE IN HIGHER EDUCATION: A FOCUS ON LANGUAGE TEACHING MAJORS

Annotation

The flipped classroom model, increasingly adopted in language education, plays a critical role in enhancing fluency for higher education students in language-teaching programs. This study examines how the flipped classroom model, where content is taught outside of class and interactive activities occur during class, fosters engagement, autonomy, and language proficiency. It enhances language immersion, peer interaction, and personalized learning, contributing to improved fluency. The paper also suggests ways to integrate flipped classroom techniques into language curricula.

Key words: Flipped classroom, language fluency, higher education, active learning, student engagement, autonomous learning.

Introduction. Language fluency is a central goal of language education, especially for students pursuing degrees in teaching languages. Traditional classroom teaching models, however, have often faced criticism for failing to provide sufficient opportunities for students to actively engage with the language in meaningful contexts. The flipped classroom model offers an innovative alternative that reverses the conventional sequence of teaching and learning. In a flipped classroom, the instructor delivers content outside of class, typically through pre-recorded lectures or readings, while class time is dedicated to interactive activities such as discussions, problem-solving tasks, and collaborative projects. This approach enables students to focus on applying their knowledge in real-world contexts, potentially improving their fluency in the target language.

The primary aim of this study is to investigate the effectiveness of the flipped classroom model in improving language fluency among students majoring in language teaching. This paper explores how this model enhances student engagement, promotes autonomous learning, and provides opportunities for peer interaction, all of which are crucial elements in developing language fluency. The study also examines the challenges faced by students and educators in implementing the flipped classroom model, with a particular focus

on its application in language teaching programs at the higher education level.

Literature Review. First popularized by two American teachers, Jonathan Bergmann and Aaron Sams in the early 2000s, the flipped classroom model has gained widespread attention for its ability to transform instruction in a variety of subjects. A review of the literature reveals several important issues related to the use of flipped classrooms in language teaching.

Several studies have found that the flipped classroom model increases student engagement. In the traditional classroom Students often receive information passively during the lecture with limited opportunities for meaningful practice [1]. In contrast, the flipped model promotes active learning by shifting the delivery of teaching materials outside of the classroom and use class time for interactive and collaborative activities that require students to apply what they have learned [2].

The flipped classroom format gives students more control over their learning. Participating with teaching materials before class Students can learn by themselves. You can review difficult content as needed [3]. This self-directed learning process promotes deeper understanding and language retention, which is essential for fluency [4]. Additionally, this model encourages students to develop critical thinking skills. This is because they

should use their knowledge to solve problems and participate in discussions during class time [5]. In language learning, where self-directed practice is key to improving fluency, the flipped classroom helps students become more confident and self-reliant in their learning journey. Research has shown that when students take ownership of their learning, they are more motivated to participate in language practice and demonstrate higher levels of achievement [6].

Learning a language is social in nature. And interacting with friends plays an important role in developing fluency. The flipped classroom promotes an environment where students can collaborate, communicate, and practice language skills in a more immersive environment. The results of the study indicate that peer interactions, especially in small group environments, enhances language learning by providing immediate feedback to students and the opportunity to practice in a low pressure environment [7].

Although most research on flipped classrooms has focused on general education, studies that specifically examine the impact on language learning majors are limited. But there is evidence to suggest that the flipped classroom may be especially beneficial for students preparing for language teaching [8]. As a future educator, these students not only need to gain fluency in the language, but they must also develop teaching skills that will help them teach effectively. The flipped classroom provides an opportunity for language learning and learning strategy development. This makes it an excellent guide for language learning programs [9]. Teachers can record their lessons and make them available to students online, allowing them to watch and absorb the material at their own pace. Since there is a growing demand for autonomy in Higher education, involvement of technology (mobile applications, video contents, online quizzes, etc.) should be considered seriously by educators. Mobile applications should meet certain academic criteria, including accessibility, user friendly, integration of different multimedia (video, audio, quiz) and availability of being evaluated by a teacher [10].

Research Methodology. The research methodology employed in this study combines both qualitative and quantitative approaches to assess the effectiveness of the flipped classroom model in improving language fluency among students majoring in language teaching.

Participants. The study involved 166 undergraduate students enrolled in a language teaching program at three

Table 1. Recommended activities on "Flipped classroom" to improve speaking competence of first year students in HE

Topic	Pre-class activities	In-class activities
Education: Studying abroad.	<ul style="list-style-type: none"> - write down five interview questions on the topic —Do you want to study abroad! to ask from your partner. - watch the videos: a) https://youtu.be/_eqc4KHIWjw b) https://youtu.be/Q87VHhu7b1I. <p>While watching, write the expressions (adjectives, verbs, phrases, etc) from the videos according to these categories:</p> <ol style="list-style-type: none"> a) classes b) money c) new culture and environment d) the safety and security e) being homesick. <p>Write their definitions in your notebook.</p>	<ul style="list-style-type: none"> - Guess the word. (whole class). Read the definitions out loud that you wrote at home to the whole class. Other students should guess the expression. - "I am a journalist". Work in pairs. Ask the questions from each other. - discuss some advantages and disadvantages studying abroad in small groups. Use the expressions you learnt from the videos. - self-reflection. - teacher-reflection
Reported Speech	<ul style="list-style-type: none"> -do exercises: A,B,C,D,E (Unit 21) - do the grammar quiz. <p>https://wordwall.net/resource/1673014</p> <ul style="list-style-type: none"> - watch the film, find the sentences used reported speech and write them down. <p>While watching a film, find an episode that catches your attention and motivates you. Write what really motivates you and include quotes by film characters to support your ideas.</p> <p>Suggested films: —Kung Fu panda 3, —Inside outl.</p>	<ul style="list-style-type: none"> - "Fun drills". A teacher begins answering the question on the blackboard, student A changes teacher's sentence into —reported speechl, then gives his/her own respond to the question. This process continues until the last students. Then they turn to the second question. Questions should focus on using Reported speech in simple, perfect, continuous aspects of tenses and modal verbs. - "Quotes from my favorite character" Retell your review that you wrote at home. Use reported speech to cite the quotes told by the characters in the film. - do self-reflection. - Teacher reflection. - Work on your mistakes (grammar, pronunciation)

Results. The results of the study indicate that the flipped classroom model has a positive impact on language fluency for students majoring in language teaching. According to the final

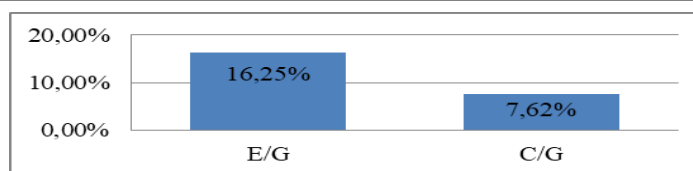
universities (Navoi State University, Samarkand State Institute of Foreign Languages, Uzbekistan state world languages university). In the first academic year 2021, teaching materials, including course books, syllabus were analyzed. This process was followed by empirical researches (lesson observations, oral interviews), sociometric analysis (pre-tests) in selected universities, as well as, implementation of recommended activities and materials based on "Flipped classroom" model. In the last year, the level of efficiency is identified by post-tests done by students with mathematical statistical analysis. The participants were divided into two groups: the experimental group, which used the flipped classroom model, and the control group, which followed a traditional lecture-based approach.

Data Collection Methods. Data was collected through surveys, interviews, and language proficiency assessments. 188 students took part in the survey. Surveys were conducted at the beginning and end of the semester to assess students' attitudes towards the flipped classroom model, their requirements in terms of lessons and their perceived improvement in language fluency. Interviews were conducted with a sample of students from both groups to gather qualitative insights into their learning experiences. Finally, a language proficiency test was conducted to assess students' fluency before and after the intervention.

Data Analysis. Quantitative data from surveys and ability tests were analyzed using statistical methods. Including paired t-tests. To determine the significant differences in language fluency between the experimental and control groups. Key trends and insights are identified.

While designing activities and tasks, they should be divided into categories. First one should aim to provide basic information about a new topic and make students accomplish some quizzes before the class. Besides, teachers are recommended to boost learners' curiosity by giving at least one tricky task so that students come to the lesson with high intention and motivation. Second type of activities ought to be organized to reinforce students existing knowledge by transforming information from passive usage to active one. These two types of stages are called pre-class and in-class activities, respectively. A system of activities recommended implementing for first year students in HE are given below (for two lessons, Practice of Language aspects-grammar and vocabulary):

mathematical analysis, the average performance of the experimental group accounted for 16,25 %:



Picture 1. Average performance of the experimental group

Discussions. The results of the qualitative and quantitative analysis of the final state in the control and experimental groups showed that, unlike the control groups, the following changes were observed in the experimental groups:

The experimental group showed a statistically significant improvement in language fluency compared to the control group. Pre- and post-test results revealed that students in the flipped classroom group exhibited higher gains in speaking, listening, and writing skills, which are key components of language fluency. This improvement was particularly evident in conversational fluency, where students were able to engage more confidently and effectively in real-world language use scenarios. Grammatical violations and pronunciation problems decreased significantly in speaking English decreased as well as they became active in using new words in conversation. The ability of using non-linguistic elements in monologues and dialogues improved - effective use of replicas, promptness in responding. Besides, there was a noticeable improvement in students' polylogical speech - agreeing with opinions, using simple pragmatic elements in expressing a counter-opinion.

The survey results showed that students in the flipped classroom reported higher levels of engagement and motivation. Many students appreciated the ability to learn at their own pace outside of class, which allowed them to come to class better prepared for active participation. In-class activities, such as group discussions and language games, were cited as particularly effective in reinforcing their language skills.

Interviews with students revealed that the flipped classroom model encouraged greater autonomy in their learning. Students reported feeling more responsible for their own progress, and they valued the opportunity to engage in peer interactions.

Collaborative tasks during class allowed them to practice language in authentic contexts, which was crucial for fluency development. The level of feelings, such as shyness and fear of speaking, excitement in public speaking decreased remarkably.

While the flipped classroom model showed positive outcomes, several challenges were identified. Some students struggled with the self-directed nature of the model, particularly those who were not accustomed to managing their learning outside of class. Additionally, technical issues related to accessing online materials and varying levels of student participation in class discussions were noted as areas for improvement.

Conclusion. The flipped classroom model is productive approach that can be used to improve speaking skills of students majoring in language studies. The results of this study indicate that the flipped classroom increases fluency and accuracy of students by promote independence and high level of interaction with friends. Successful implementation of the flipped classroom model requires careful consideration of students' learning preferences and the development of appropriate teaching materials. Educators should provide clear guidelines for students to engage with materials outside of the classroom and ensure that classroom activities are designed to maximize active participation.

Recommendations. In order to gain better results, language teaching programs should incorporate flipped classroom strategies to increase students' fluency and learning skills. Educators should provide adequate training to students in time management and independent learning to ensure productivity. Future research should investigate the long-term effects of the flipped classroom on language fluency and the specific challenges faced by the language teaching field in this model.

REFERENCES

1. Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. International Society for Technology in Education.
2. Hao, Y., & Lee, W. (2016). "The flipped classroom: A survey of the research." *Journal of Educational Technology Development and Exchange*, 9(1), 1-12.
3. Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. In 120th ASEE Annual Conference & Exposition. American Society for Engineering Education.
4. Sundararajan, V., & Shankar, M. (2018). "Flipped learning and language acquisition: An integrative review." *Language Teaching Research*, 22(3), 338-357.
5. Zainuddin, Z., & Perera, C. (2019). "The effects of flipped classroom on students' language achievement." *Language Learning & Technology*, 23(1), 1-19.
6. Tucker, B. (2012). "The flipped classroom: Online instruction at home frees class time for learning." *Education Next*, 12(1), 82-83.
7. Taguchi, N. (2017). Exploring the flipped classroom model in language education. *TESOL Quarterly*, 51(3), 622-640.
8. Johnson, L., & Adams Becker, S. (2014). The NMC Horizon Report: 2014 Higher Education Edition. The New Media Consortium.
9. Muir, W. (2016). Flipping the language classroom: A model for maximizing interaction and learning. *Language Learning & Technology*, 20(2), 24-42.
10. Keengwe, J., & Kidd, T. T. (2013). Towards effective integration of technology in higher education classrooms: A study of flipped classroom. *Educational Technology & Society*, 16(2), 99-107.