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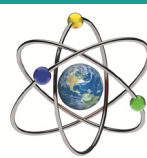


No9
2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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FEATURES OF FLIPPED LEARNING TO IMPROVE SPEAKING PROFICIENCY



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Abstract: The concept of the flipped classroom has received significant attention; however, limited research has explored its implementation in English teaching, which is the focus of this study. The aim is to examine the general responses of English teachers toward the flipped classroom methodology and to investigate the perceived benefits and challenges of its application in English teaching. A total of 10 English teachers from diverse institutions that have adopted the flipped classroom model participated in this research. Data were collected through a combination of questionnaires and interviews and analyzed using a range of techniques. The findings revealed that English teachers demonstrated a highly positive response to the flipped classroom methodology. The perceived benefits included facilitating active learning, fostering collaborative teamwork, stimulating autonomous learning, and enhancing classroom interaction. The challenges encountered during implementation were related to the provision of support, technical and technological difficulties, and the preparation of flipped learning materials.

Key words: general responses, perceived benefits, perceived challenges, flipped classroom methodology.

Annotatsiya: "Ag'darilgan sinf" (flipped classroom) konsepsiyasi katta e'tibor qozongan bo'lsa-da, ingliz tilini o'qitishda uning joriy etilishi bo'yicha tadqiqotlar yetarli darajada olib borilmagan. Mazkur tadqiqotning maqsadi ingliz tili o'qituvchilarining "ag'darilgan sinf" metodologiyasiga nisbatan umumiy munosabatlarini aniqlash hamda uning joriy etilishidagi afzalliklar va qiyinchiliklarni o'rganishdan iborat. Ushbu tadqiqotda "ag'darilgan sinf" modelini qo'llagan turli ta'lim muassasalarida faoliyat yurituvchi 10 nafar ingliz tili o'qituvchisi ishtirok etdi. Ma'lumotlar so'rovnomalar va suhbatlar yordamida yig'ilib, turli tahlil usullari orqali qayta ishlanib chiqildi. Tadqiqot natijalariga ko'ra, ingliz tili o'qituvchilari "ag'darilgan sinf" metodologiyasiga ijobiy munosabat bildirgan. Aniqlangan afzalliklar faol o'qitishni rag'batlantirish, hamkorlikdagi jamoaviy ishlarni rivojlantirish, mustaqil o'qishni qo'llab-quvvatlash va darsdagi o'zaro muloqotni kuchaytirishni o'z ichiga oladi. Amalga oshirish jarayonida uchragan qiyinchiliklar esa zarur yordam ko'rsatish, texnik va texnologik muammolar hamda "ag'darilgan sinf"ga oid materiallarni tayyorlash bilan bog'liq bo'ldi.

Kalit so'zlar: umumiy munosabatlar, qabul qilingan afzalliklar, qiyinchiliklar, ag'darilgan sinf metodologiyasi.

Аннотация: Концепция "перевернутого класса" (flipped classroom) привлекла значительное внимание, однако исследований по её внедрению в преподавание английского языка проведено недостаточно. Цель данного исследования – изучить общее отношение преподавателей английского языка к методологии "перевернутого класса" и выявить её предполагаемые преимущества и проблемы при внедрении в образовательный процесс. В исследовании приняли участие 10 преподавателей английского языка из различных образовательных учреждений, использующих данную модель. Данные были собраны с помощью анкетирования и интервью, после чего подвергнуты анализу с применением различных методов. Результаты показали, что преподаватели английского языка в целом положительно отнеслись к методологии "перевернутого класса". К выявленным преимуществам относятся стимулирование активного обучения, развитие командной работы, поддержка самостоятельного обучения и усиление взаимодействия на занятиях. Основные трудности связаны с предоставлением необходимой поддержки, техническими и технологическими проблемами, а также подготовкой материалов для "перевернутого класса".

Ключевые слова: общее отношение, предполагаемые преимущества, трудности, методология перевернутого класса.

INTRODUCTION

In the modern world, students need to be able to communicate effectively in order to participate in group projects, express their ideas, and engage in intellectual discussions ^[1]. In recent years, the flipped learning method has become increasingly popular as an approach to improving students' speaking ability and other language skills ^[1]. This study aims to investigate the specific features and principles of enhancing students'

speaking proficiency through the use of flipped learning technology. Research has demonstrated that the flipped learning strategy—in which students engage with instructional materials outside class and use class time for interactive and collaborative activities—is highly effective in developing speaking abilities ^[2]. In particular, the flipped learning model frees up classroom time for dynamic and engaging tasks such as discussions, role-plays, and presentations, since students independently study the course materials beforehand ^[1]. With the teacher providing guidance and feedback as needed, this approach allows learners to refine their speaking skills in a cooperative and supportive environment.

Moreover, by fostering more active and collaborative learning—which has proven beneficial for language acquisition—the flipped learning approach can be effectively integrated into traditional classroom settings ^[2]. Students' speaking proficiency can be further improved through additional opportunities for one-on-one interaction between teachers and learners, as well as the flexibility provided by self-paced study ^[3]. Several core principles underlie the effective application of flipped learning in enhancing students' speaking proficiency. First, the educational resources that student's access outside the classroom must be carefully selected and curated. These resources should be engaging, accessible, and aligned with the learning objectives, providing students with the knowledge and skills required for active participation in class activities. Second, in-class tasks should be designed to promote active and collaborative learning, with an emphasis on opportunities for speaking practice. Examples include group discussions, role-plays, presentations, and other interactive activities that encourage meaningful engagement with the target language. Third, the teacher should adopt a facilitative role, guiding and supporting the learning process, offering constructive feedback, and clarifying difficulties or misunderstandings. The teacher's expertise and direction are vital to ensuring that flipped learning successfully improves students' speaking competence.

Guidelines for using flipped learning to improve speaking competence. Carefully select and curate educational resources for use outside the classroom ^{[4][1]}. Ensure resources are engaging, accessible, and aligned with learning objectives. Provide students with the knowledge and skills needed for classroom activities. Design in-class activities that promote participation and collaboration. Place strong emphasis on speaking practice. Use interactive exercises, presentations, role-plays, and group discussions. Emphasize the teacher's facilitative role. Guide and support learners throughout the process. Offer feedback and address misunderstandings.

LITERATURE REVIEW

Numerous studies have examined the flipped learning technique as a means to improve students' language skills, particularly their speaking ability ^{[1],[5]}. Research suggests that the flipped learning model—in which students engage with instructional materials outside of class and use class time for interactive, collaborative activities—can be highly effective in developing speaking proficiency ^{[4],[5]}. Chao et al. ^[6] found that the flipped learning strategy positively influences students' self-evaluation, motivation, learning attitudes, and overall achievements. However, drawbacks include the time-intensive nature of course redesign, such as preparing presentations, recording video lectures, and creating engaging in-class activities ^[6]. Because classroom time is dedicated to interactive and collaborative activities rather than traditional lectures, studies indicate that the flipped learning approach provides students with more opportunities to practice speaking. Constructivism and active learning underpin the theoretical framework supporting flipped learning in the context of enhancing speaking proficiency. A mixed-methods design was employed in this study, combining quantitative and qualitative data collection and analysis to examine the effectiveness of the flipped learning paradigm in improving students' speaking skills. The quantitative component involved a quasi-experimental design with an experimental group and a control group. The experimental group experienced flipped learning, while the control group received traditional language instruction.

RESEARCH METHODOLOGY

Findings suggest that flipped learning is an effective strategy for enhancing students' speaking proficiency. Based on evaluation criteria such as fluency, accuracy, and communicative effectiveness, the experimental group using the flipped learning paradigm demonstrated significant improvement ^[2]. Qualitative data gathered through focus groups and interviews revealed that students in the flipped learning group exhibited greater enthusiasm, engagement, and confidence in their speaking abilities. They emphasized that the flexibility to study at their own pace using pre-class materials, along with opportunities for dynamic and collaborative practice in class, contributed to their improved speaking proficiency.

Overall, the study concluded that the flipped learning strategy was more effective in improving students' speaking proficiency than conventional lecture-based instruction. Specifically, the experimental group exposed to flipped learning demonstrated: Significant gains in speaking ability, measured in terms of communicative



effectiveness, accuracy, and fluency ^[7]; Increased motivation, interest, and confidence in their speaking skills; Positive feedback, with students expressing appreciation for the opportunity to practice speaking in a dynamic, collaborative classroom setting and for the pre-class materials that supported self-paced learning ^[1].

ANALYSIS AND RESULTS

The results of this study are consistent with earlier research ^{[2] [7]}, which has demonstrated that the flipped learning strategy can improve language proficiency, particularly in speaking abilities. The study provides additional empirical evidence that the flipped learning model is effective in helping students become more proficient speakers.

The findings of the study have several implications for curriculum designers and language teachers: The notable gains observed in the experimental group demonstrate that implementing the flipped learning technique in language training can lead to significant improvements in students' speaking skills.

Through interactive and group projects, the flipped learning model can contribute to establishing a more dynamic and student-centered learning environment where learners have ample opportunities to develop their speaking abilities.

CONCLUSION

The results of this study indicate that improving students' speaking proficiency in a foreign language can be effectively achieved through the flipped learning approach. By providing opportunities to engage with instructional materials outside the classroom and dedicating class time to interactive and collaborative speaking activities, the flipped learning model can enhance not only students' speaking proficiency but also their motivation, engagement, and confidence in using the target language.

For educators and language teachers interested in adopting the flipped learning technique to improve students' speaking proficiency, the study offers valuable insights. Because it facilitates more participatory and collaborative learning opportunities in the classroom, the flipped learning approach holds strong potential for enhancing students' speaking competence. Teachers can leverage the advantages of the flipped learning model to strengthen learners' proficiency in the target language by carefully selecting instructional resources, designing engaging in-class activities, and adopting a facilitative teaching style ^{[1] [2] [4]}.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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