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THE “FLIPPED CLASSROOM” MODEL: WHAT IT IS AND HOW IT WORKS

Abstract. The desire to learn ESL/EFL has skyrocketed worldwide due to technology development and blended learning. This constant demand forces teachers to develop new and functional approaches and methods to improve ESL/EFL teaching and learning processes, and one of these methods is blended learning. According to King (2016), “blended learning” is defined in many ways. However, all definitions have two common things: asynchronous (online) and synchronous (face-to-face), which means that blended learning combines face-to-face and online instruction elements to assist teachers and students in the teaching process and education.

The modern standard of higher education reflects the need to form and improve foreign language communicative competence necessary for successful socialization as a tool for intercultural communication in the modern multicultural world. It becomes the starting point for pedagogical design, as the learning process requires completely new tools and methods. This article is devoted to description of the main principles of “flipped classroom” model in the process of teaching a foreign language.

The method's advantages manifest in the release of lesson time for performing creative tasks and including students in the active learning activity. The article describes the advantages and disadvantages of the “flipped classroom”, the difficulties that arise in its implementation, and the positive effect that can be achieved by using this method in foreign language classes at the university.

Keywords: blended learning, learning technology, active learning methods, “flipped classroom method”, electronic educational resources.

Target setting. Since schools appeared, they have not changed during a long period: the teacher checked the homework and explained new material. However, since the end of the last century, ICT development has changed social life and

influenced the educational process. Many people are interested in whether teaching modern children the same way their parents were taught would be effective. Both scholars-educators and teachers-practitioners try to answer this question.

The use of new information technologies in the school includes new technical means and new forms and methods of teaching new approaches in the learning process.

The combination of the class-lesson system with Internet services actively began in the United States in the mid-2000s. At the same time, many questions and disputes arose among teachers about this. In their practice, teachers of the new generation were increasingly convinced that modern technologies and the traditional educational environment could interact effectively, changing such an unshakable concept as a school lesson (C. Banditvilai, 2016).

The research aim and objectives of the article are to reveal the essence of the educational model "flipped classroom".

The main research material. One of the first to talk about the technology of "flipped learning" or "flipped classroom" were chemistry teachers from Woodland Park High School (USA) Jonathan Bergman and Aaron Sams. Since 2008 they have started recording short video tutorials for students who missed classes due to illness (A. Sams, J. Bergmann, 2012). The initiatives of Salman Khan demonstrated the full breadth of the possibilities of information technology in education. His non-profit project "Khan Academy" (www.khanacademy.org) has had a significant impact on the traditional schooling system in the USA. Increased interest in accessible and understandable educational materials laid the foundation for educational technology currently used outside the United States in various subject classes.

A "flipped classroom" is a teaching model in which the teacher offers theoretical material for self-study at home to work at it practically at the lesson. Students are provided with material (presentation, video, etc.) for self-study at home at any convenient time with the ability to view as much information as they need. The student has to understand, study this topic, and then perform several simple tasks (make a plan, ask questions about the material, solve a problem, write out the facts "who, what, where, when", etc.), which will allow him to apply the knowledge gained at the lesson (Yousufi, 2019).

Today various educational videos, presentations, digitalized recordings are widely distributed and available, which become an integral part of flipped learning.

It should be noted that the leading scientists of Flipped Learning Network distinguish between Flipped Learning and Flipped Classroom, which were considered equivalents a few years ago. According to Larysa Kalinina's view, the "flipped classroom" is a narrower concept that *can* (but does not have to) be transformed into "flipped learning". The experience shows that teachers in their practice use the "flipped classroom" model as a kind of blended learning: reading texts at home before class, watching videos, processing theoretical material for practical classes, and more. The main characteristic of this model is its short-term use (one-two lessons per month). However, the concept of "flipped learning" is much broader and covers the long periods required for its implementation and effective use (Kalinina, Klymovych, 2021).

Students no longer study new things at the lesson but fix the topic that they have studied at home, clarify something, ask questions, discuss it with the teacher,

and perform more complex tasks and exercises, which are usually given as homework in a traditional lesson. Preliminary training of students allows the teacher to involve the children in analyzing a new topic immediately on practical tasks. Thus, students become active listeners and active participants analyzing the new material.

At home, students can revise the material many times. As a final control of the topic, a test, a presentation, a project is carried out. When working in the “flipped classroom” mode, the responsibility of the student increases, the development of his personal characteristics (activity, responsibility, initiative) and inter-subject skills (self-organization, time resource management) are stimulated.

Among the fundamental principles of “flipped learning” we should mention:

Thinking (Flipped learning requires a radical rethinking of the role of the teacher and student, as well as their rational interaction);

Time (Successful transition to the inverted approach requires time investment: the process of coordinating the initiative with administration and other management, training materials and technical base, etc.);

Keep It Simple (Flipped Learning comes down to strengthening cooperation between the teacher and students to ensure quick and easy educational progress);

Professional Development (Implementation of flipped learning requires skills and motivation of the teacher, as well as the use of advanced teaching methods);

Technology (Technology is a crucial link in flipped learning: success depends on choosing the right technology (platform) and teacher's digital skills);

Take It Global (Hundreds of teachers worldwide are implementing flipped learning in their practical activities, so it is vital to get acquainted with the experience of colleagues and share their discoveries) (Kalinina, Klymovych, 2021).

One of the conditions for the successful implementation of the “flipped classroom” model into the educational process is an electronic educational environment in which students and the teacher will exchange information. An example of such a learning environment is the Moodle platform, actively used in many universities. The main component of “flipped classroom” is a video or presentation that the student works on independently at home on the Moodle platform or using other educational resources.

Let us consider some electronic educational resources that can be used to develop training materials for “flipped classrooms”. With the help of electronic educational Resources iSLCollective, ThingLink, PlayPosit, a teacher can create interactive videos that integrate questions to understand the content of what was heard, open questions, pictorial or verbal-visual aids for the semantization of new lexical units (audio recording, text, illustration). The EDPuzzle service allows the creation of an interactive quiz based on the video and records voice comments and explanations for the video. This electronic educational resource provides an opportunity to create virtual groups of students and track fulfillment of the tasks suggested by the teacher.

With the Wizer service, you can develop interactive video worksheets with different tasks: multiple choice questions, open questions, a discussion on a specific topic, a combination of text and images. With the help of platforms such as Mindomo, Freemind, Mindmeister, a teacher, and students themselves, can create virtual graphic organizers that allow you to extract and structure the necessary information from videos, audio recordings, and text fragments, to carry out their

semantic processing. Test platforms Kahoot, Socrative, Poll Everywhere, Educaplay, Triventy, Quizlet, allow the teacher to develop interactive test tasks in the form of quizzes, surveys, interactive maps, puzzles, crosswords, quizzes, puzzles, interactive dictations.

On the virtual platforms Padlet, Linoit, Scrumblr and Voicethread, Voxopop podcast sites, the teacher can organize students' pair and/or group interaction. Platform Data allows students to record audio and video files containing statements on the issue indicated in the assignment. These resources are a good tool for students' speaking skills development and allow students to demonstrate the formation of foreign language communicative competence. Students can listen to their speech recordings, to the recordings of other group members, and leave their oral comments. These resources are an excellent means of engaging foreign language students who are shy or do not want to participate in discussions in the communication. Working with educational podcasts allows developing the skills of students' independent work, their ability to plan ways to achieve educational goals, to exercise self-control and self-assessment.

Conclusions and further research prospects. Despite its apparent simplicity, the use of "flipped classroom" technology in practice requires the specific pedagogical skills of the teacher. It is a relatively energy-intensive process because it requires significant preparatory work, thus creating an additional burden on the teacher. Teachers should review the programs carefully, convert theoretical material into electronic format, prepare creative, practical tasks for classroom use, create a new system of testing and assessing knowledge.

To apply the "flipped classroom" model effectively, we should solve many interrelated tasks, among them: change the type of interaction between the teacher and students in such a way that a student can learn on his own, and the teacher coordinates activities, motivates and advises students; to ensure a dialogue not only between the teacher and students but also between students in the process of acquiring new knowledge; using the methods that would be effectively correlated with the "flipped classroom" technology.

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**МЕТОД «ПЕРЕВЕРНУТОГО НАВЧАННЯ»:
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Анотація. Сучасний стандарт вищої освіти відображає необхідність формування та вдосконалення іншомовної комунікативної компетенції, необхідної для успішної соціалізації, як інструмента міжкультурної комунікації в сучасному полікультурному світі. У статті розглянуто особливості використання змішаного навчання у процесі вивчення іноземної мови. З'ясовано, що термін «змішане навчання» визначається багатьма способами, але всі вони мають спільне: асинхронне (онлайн) навчання і синхронне (очне). Тобто змішане навчання поєднує елементи як очного, так і онлайн навчання, щоб допомогти вчителям та здобувачам освіти в організації освітнього процесу.

«Перевернуте навчання» не слід ототожнювати з дистанційним навчанням. Враховуючи структуру цього методу, з'ясовано, що дистанційне навчання є безпосередньою його складовою, тобто робота у аудиторії залишається важливим аспектом процесу навчання, зміни відбуваються лише у її змісті.

З'ясовано переваги методу, що полягають у вивільненні часу навчального заняття на виконання творчих видів завдань та залученні здобувачів освіти до активної освітньої діяльності. У статті описано переваги та недоліки «перевернутого навчання», труднощі, які виникають у процесі його реалізації, а також позитивний ефект, якого можна досягти, використовуючи цей метод на заняттях іноземної мови в університеті.

Ключові слова: технологія навчання, активні методи навчання, метод «перевернуте навчання», електронні освітні ресурси, здобувачі освіти.

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