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### ORGANIZATION OF THE LESSON PROCESS BASED ON THE REVERSE CLASSROOM TECHNOLOGY

Аннотация

This article describes the role of "the flipped classroom" technology, which is one of the educational technologies, in today's education. It is also discussed why many teachers turn to this technology and the advantages of this technology over traditional education.

**Key words:** Flipped classroom, online learning, blended learning, audio lectures, presentation, information, Methodology, video tutorials, Internet.

### ОРГАНИЗАЦИЯ УЧЕБНОГО ПРОЦЕССА НА ОСНОВЕ ТЕХНОЛОГИИ ПЕРЕВЕРНУТОГО КЛАССА

Аннотация

В данной статье описывается роль технологии «перевернутый класс», которая является одной из образовательных технологий, в современном образовании. Также обсуждается, почему многие учителя обращаются к этой технологии и преимущества этой технологии перед традиционным обучением.

**Ключевые слова:** Перевернутый класс, онлайн-обучение, смешанное обучение, аудиолекции, презентация, информация, Методика, видеоуроки, интернет.

### DARS JARAYONINI TESKARI SINIF TEXNOLOGIYASI ASOSIDA TASHKIL QILISH

Аннотация

Ushbu maqolada ta'lim texnologiyalaridan biri bo'lgan "the flipped classroom" ya'ni "teskari sinf" texnologiyasining hozirgi kundagi ta'limdagi o'rni haqida bayon etiladi. Shuningdek, nima uchun ushbu texnologiyaga ko'pgina o'qituvchilar murojaat qilishlari va ushbu texnologiyaning an'anaviy ta'limdan ustunligi haqida so'z yuritiladi.

**Kalit so'zlar:** Flipped classroom, onlayn ta'lim, aralash ta'lim, audio ma'ruzalar, taqdimot, ma'lumot, metodologiya, video darsliklar, Internet.

**Introduction.** Many generations of schoolchildren were taught according to the same principle, diligently taking notes on theoretical material in class and performing numerous practical exercises at home. However, modern technologies make adjustments to the usual organization of the educational process: new opportunities and different forms of presenting information appear. It is thanks to widespread digitalization that the emergence of the "flipped classroom" model became possible.

The flipped classroom is an innovative learning concept that combines classroom teaching with a teacher and online learning. However, the "flipped classroom" differs from other models of blended learning in that the introduction to new material occurs at home, and in the classroom most of the time is devoted to practical tasks and discussion of complex aspects of the topic.

The idea of "turning around" the educational process first appeared about fifteen years ago among American chemistry teachers Jonathan Bergman and Aaron Sams. At first, they simply wanted to help those students who were missing classes learn new material. Bergman and Sams recorded audio lectures, supplemented them with PowerPoint presentations, and posted the resulting videos on the Internet. However, they noticed that many other students watched lectures to refresh their memory or to understand difficult points. The technique began to be used on an ongoing basis, and then other teachers began to adopt the experience of Sams and Bergman[5].

But it took more than 15 years, hundreds of studies and analysis of accumulated data for trust in this teaching method to emerge.

Based on the results of studies done before 2019, proponents of the model argued that the "flipped classroom" has a

number of advantages compared to traditional teaching. These include more personalized teaching and learning, more efficient use of class time and new technologies, and empowering students to engage more and take responsibility for their own learning.

In an analysis of teaching and learning strategies, John Hattie found that promoting self-learning was an important factor in academic achievement. Hattie's main conclusion is that statistically the greatest influence on learning outcomes is the student himself, and the main task of teachers and schools is to help him. Transferring practice problems and discussions to supervised study time improves the learning process and influences results on tests and exams.

Around the same time, Salman Khan, a financial analyst from the United States, began recording video tutorials on mathematics and posting them on YouTube. Since Khan's videos received a huge number of views, he decided to devote himself entirely to teaching and founded the Khan Academy, a non-profit organization that aims to make education free and accessible from every corner of the planet.

Thanks to the initiatives of Sams, Bergman and Khan, "flipped learning" has become widespread not only in schools, but also in universities. Many schoolteachers and university professors around the world appreciate the opportunity to free up class hours for workshops, especially when little time is available to study complex topics.

As strange as it may seem, a flipped classroom can promote greater interaction between teachers and students, which also has a positive effect on student achievement and persistence[6].

There are several reasons why educators are turning to the flipped learning model:

1. The need to personalize learning. All students learn material at a different pace, and during a lecture, the teacher is not always able to explain in detail all the nuances of the topic to lagging students. During home study, everyone can view the presentation at their own pace, re-read the most difficult paragraphs of the text, put the video on repeat, or, conversely, skip those fragments that are already familiar.

2. Lack of teaching time to master the programs. Teachers are forced to spend most of the lesson explaining the topic, leaving only a few minutes to practice new material. Students are deprived of the opportunity to turn to the teacher for clarification, so the knowledge gained is only partially absorbed and a large number of "gaps" remain.

3. Lack of interest among students. Many schoolchildren and college and university students find it difficult to maintain attention on the subject of the lecture throughout the entire lesson: if you do not change the type of activity, most students will "pass out" after 10–15 minutes. Motivation to study and concentration become higher if the student can take an active part in the process, rather than monotonously taking notes on the teacher's monologue.

4. Making up for missed classes is additional work for the teacher and not the most pleasant experience for the students. "Flipped learning" solves this problem, because the teacher always has ready-made material for anyone who missed a new topic.

At the moment, there are many scenarios for organizing work in the "flipped classroom", because the universal model invented by Bergman and Sams is not suitable for everyone and must be adapted to the age and abilities of the students, as well as to the specifics of the subject. We list the most common types of model:

1. Standard "flipped classroom": for homework, students watch videos, listen to teacher podcasts, or read paragraphs from a textbook; During the lesson, the teacher answers students' questions on a new topic, checks how much they understand the material, and also conducts experiments and gives practical exercises.

2. Advanced "flipped classroom": students themselves find material on the Internet on a new topic, share it with each other and prepare a presentation in class, which is then discussed in groups.

3. Discussion-oriented class: after studying the material independently, students discuss it in class and engage in joint project activities. This format is suitable for humanities disciplines.

4. Demonstration-oriented classroom: The teacher records a video demonstration of a scientific experiment or experiment, and students study the recording and repeat the experiment on their own - for example, in chemistry, biology or physics lessons.

5. Combined "flipped classroom": studying a topic begins not with theory, but with practice. In small groups (outside of class), students look for ways to solve a problem or example, then discuss their ideas with the teacher in class, and then study a presentation on the topic at home.

6. Virtual Classroom: This form of learning is made possible by online learning management systems, or LMS (Learning Management System). The virtual "flipped" classroom format is suitable for distance education, completely eliminating face-to-face meetings with the teacher: not only the presentation, but also the discussion of the material, as well as practice and tests are completed remotely and sent to the teacher for review.

Regardless of the type of flipped classroom, the following features distinguish it from the traditional teaching scenario:

1. Active role of students in the educational process. They not only receive ready-made information, but develop the ability to learn independently.

2. The teacher plays the role of a mentor and assistant, willingly answering all questions that arise.

3. Any presentation is created in such a way that it can be reviewed, reread or listened to as many times as necessary to consolidate knowledge; that is, this is not an online lesson in real time, but a recording with unlimited access. Another rule is that videos, audios and texts for study should not be too voluminous.

4. The main type of class work is group work. Thanks to this, the teacher's time for individual work with each student increases, because he does not need to stand at the blackboard throughout the entire lesson and explain new material.

5. To consolidate the studied material and monitor progress, the teacher conducts tests, tests and sometimes gives practical assignments at home (after studying the theory at home and discussing the topic in class).

**Results.** Every year, more and more teachers are introducing the "flipped classroom" method into their work. Why is blended learning gaining momentum so rapidly?

Firstly, even ardent opponents of progress have to keep up with the times: information technologies are used everywhere; schools maintain electronic journals, competitions are held on the Internet and exam results are published. It is becoming more difficult to deny the convenience of modern technology.

Secondly, a huge number of high-quality electronic educational resources have appeared: it is not at all necessary to record your own podcasts and vodcasts (video lectures), you can find ready-made materials and simply provide links to them to students.

In addition, the goal of the education system is no longer the simple transfer of knowledge from teachers to students: a modern school must teach the child to learn, that is, to gain knowledge and experience independently. Naturally, traditional training scenarios are not as effective for this purpose.

Finally, teachers often turn to flipped learning due to a lack of classroom hours to cover the material in depth.

**Conclusion/Recommendations.** No matter how controversial the experience of using the flipped classroom method may be, this innovative model meets all the requirements for modern education: it provides an individual approach, helps to develop practical skills and teaches one to acquire knowledge independently. This means that eliminating the difficulties of its implementation in Russian schools and universities is a matter of time.

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