

**THE USAGE OF FLIPPED CLASSROOM STRATEGY AS AN
EFFECTIVE TOOL IN TEACHING THE SUBJECT OF “ENGLISH IN
MEDICINE” IN THE CONDITIONS OF MODULE CREDIT SYSTEM
IN THE REPUBLIC OF UZBEKISTAN**

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Annotation. A new strategy for teaching foreign languages - the flipped classroom as a beneficial strategy in modern study conditions is discussed in this article. The inverted classroom model is used to increase the effectiveness of lesson planning in teaching a foreign language along with a change in the role of teacher and student in the educational process.

Key words: “flipped classroom”, specialized English course, active involvement in the educational process, teacher's imagination and creativity, organization of “inverted class”.

The language teaching for specific purposes has become the target goal for language teaching profession all over the world. The sub-field of English for specific purposes has emerged out of the field of English as a Second Language to meet the specific academic and professional needs of learners. Specific vocabulary and the unique language skills have been focused on in the courses of ESP. The study of languages for specific purposes (LSP) is highly student-centered, focused on learners' professional linguistic needs, as well as teaching materials production.

In the epoch of new Renaissance in Uzbekistan, taking place in our country, great attention is paid to the creation and development of new teaching approaches and technologies. Thus, with the introduction of module credit system into higher education in the Republic of Uzbekistan, the strategy of inverted classroom has become the convenient format of time management during the lesson. The notion “flipped classroom” was discussed at International Scientific Practical Online Conference held on April 19, 2021 in Tashkent. The theme of the conference “Innovative Approaches to the Creation of Textbooks, Manuals for Teaching Foreign Languages in Non-Philological Universities” was discussed within all the participants. Having listened to the lecture, I've known that a flipped classroom is

an instructional strategy and a type of blended learning [1,4,7], which aims to increase student engagement and learning by having students complete readings at their home and work on live problem-solving during class time. Its founders were Jonathan Bergmann and Aaron Sams. [2,3] At the beginning of the 21st century, they turned the class upside down for the first time. In addition, this model has not only established itself as an interesting and effective solution in organizing training sessions, but has also become popular in European countries. I was also interested in this experience. I decided to review the present literature on this point and make some analysis. The idea of the authors is simple: at home, students watch video lectures that explain new material. In the classroom, they perform practical tasks, discuss the topic with the teacher, and ask questions, express their opinion based on the obtained knowledge. The teacher explains the difficult points of the theme or a topic. As a result, instead of being passive listeners of a lecture on the new material, students become active participants in the analysis and discussion. In my opinion, “flipped classroom” strategy can be considered as an ideal method in our country, because most of the time is intended to student’s individual independent work with the consequent teacher’s control during the lesson.

Despite the fact that for the implementation of teaching in the "inverted" classroom [5], the world information space provides a large amount of resources for the English language teacher, painstaking and creative work is required at the stage of selecting pre-stage tasks and designing material for fixing the obtained knowledge.

The teacher's imagination is also required to pass away from traditional names in order to avoid negative associations. Instead of using the words "class", "lesson", "lecture", it is much more interesting for a student to go to a “knowledge laboratory”, a “creative studio”, a “discussion club”, a “studio of free thought”. A number of synonyms for the word "lesson" can be endlessly continued [6]. Similarly with a video lecture: it is much more interesting for students to work with video breaking news "from the events", excerpts from TV programs, interviews, slide shows,

authentic documentaries and feature films, interactive material instead of traditional, boring and prolonged traditional organization of the lesson.

I have planned some example lessons and the tasks, which I am going to use for the "flipped" class.

For the first-year students. *Lesson material*: video clip or audio recording of a song in English. You can offer to find independently its publication on the Internet.

Options for listening tasks: determine the main idea of the song; find information about the artist; write out the most difficult words and expressions, find their meaning in the dictionary; answer the question: how the song was related to the topic of the lesson, the topic can be both lexical and grammatical. Each of these assignments can equally act as both home and classroom assignments. The teacher can make the choice himself or suggest it to the students. As a result of completing homework, students will form an algorithm of actions and in a difficult situation in the classroom will be more successful.

For the second-year students. *Study material*: an extract from an English movie.

Options for assignments for students: think over the structure of answering questions and provide information about the hero of the film, director, actors, awards, storyline, and personal opinion. The presentation form (mind mapping, graphic organizer, cluster, diagram, plan, mini-project) can be defined by the teacher or students.

For the third-year students. *Lesson material*: educational video clips on the topic "Atherosclerosis and its Treatment", textbook. Working with video clips at home, students fill out the table:

Nouns	Adjectives	Verbs	Adverbs	Abbreviations
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Alternative home tasks: compose a mini-story, a crossword puzzle; fill in the gaps in the proposals; complete word order tasks in sentences, for example, parse confusion sentences; come up with general and special questions for individual fragments of the video; come up with your own version of sound, etc. [8]

Tasks in the class: work with the text, for example, searching for affirmative, interrogative, negative sentences with the vocabulary of the lesson or studied grammatical phenomenon (Complex Object), retelling the text using the learned grammatical structure, etc. In the lesson, the teacher answers the students' questions on the grammatical topic [8].

The given examples demonstrate the multiple teacher's choice and possibilities of designing the "flipped" lesson. Communication in the format student↔ teacher or student ↔student reaches a new quality level, the time of interaction between a teacher and a student can be increased due to feedback by means of Module Educational Platform, e-mail, communication in social networks, etc. Students can collaborate on some assignments and present their collective reports and projects during the class. Depending on the individual abilities of the students in the class, tasks can be complicated.

The flipped learning model assumes a change in the role of the teacher [9]. Closer cooperation becomes possible during the educational process. The role of students is also changing, their responsibility for learning outcomes is increasing, and the learning process is moving into the mainstream of the practical application of the knowledge obtained. A creative approach to teaching helps to come up with new forms of organizing joint activities with students. The Flipped Classroom is a learning model based on independent work with different authentic material. During the independent work there is a detailed acquaintance with the theoretical material, collaboration of students passes to a high quality level, the result of the educational project becomes a specific student "product".

While using the "flipped class" training model we can suppose the following positive expectations [4]:

- Students work in their individual pace;
- Learners teach each other, involved in a living discussion; the learning effect is intensified by interaction with other students;
- The teacher has a long time for individual work with students;

- Video tracks and audio materials are available to all students, even those who have to miss school classes due to illness, sports competitions, lockdown, etc.;
- The opportunity for students to create.
- In the course of using the learning model, the "flipped classroom" came to positive conclusions:
 - Students have the possibility to create, etc.

Control of the process of self-study of the material can be fulfilled through the feedback in Moodle educational platform, monitoring the activity of visits to the pages of the site, Telegram social network and so on. The process requires additional teacher's time. If a teacher wants to get a high-quality result, then he will find reserves.

The idea of using the "flipped classroom" is worth to be paid more attention; it activates the teacher's imagination and makes every meeting with students unique. Many other favourable suppositions can be forecasted while using "upside-down" class. It is the teacher's experience that can add something else.

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