

ENHANCING STUDENTS' INDEPENDENT STUDY SKILL THROUGH FLIPPED CLASSROOM MODEL IN HIGHER EDUCATION

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Abstract. This scholarly study investigates how the flipped classroom format helps students in higher education increase their ability to study independently. The research emphasizes the importance of English language skills in a student's academic performance. It highlights the need for students to be fluent in English, fluent in language skills, and fluent in various skills. The research also emphasizes the importance of communication and communication skills in English language learning. It concludes that students should be encouraged to use technology effectively, use standardization methods, and develop their language skills through modern models such as flipped classroom and blended learning. To enhance students' active participation in the classroom, it is essential to develop their independent learning skills through the use of targeted methodological approaches. In many international higher education institutions, lessons are conducted based on the "Flipped Classroom" model to foster learners' autonomy.

Keywords: independent, independent study skill, flipped classroom, modern methods, critical thinking skill, problem solving ability, creative thinking, TBL (task-based learning), PBL (project-based learning).

OLIV TA'LIMDA TALABLARNING MUSTAQIL O'QISH MAKORATINI AYTILGAN SINF MODELI ORQALI OSHIRISH

Annotatsiya: Ushbu ilmiy tadqiqot teskari sinf (Flipped Classroom) formati oliy ta'limda tahsil olayotgan talabalarining mustaqil ta'lim olish qobiliyatini oshirishdagi rolini tahlil qiladi. Tadqiqot ingliz tili ko'nikmalari talabaning o'quv yutuqlarida qanday ahamiyatga ega ekanligini ta'kidlaydi. Ingliz tilini ravon bilish, til ko'nikmalarini chuqur egallash hamda turli ko'nikmalarda yetuk bo'lish zarurligi yoritib berilgan. Shuningdek, ingliz tilini o'rganishda muloqot va kommunikativ kompetensiyalar muhim o'rin tutishi ko'rsatib o'tiladi. Tadqiqot yakunida talabalarni texnologiyadan samarali foydalanishga, standartlashgan metodlarni qo'llashga hamda flipped classroom va blended learning kabi zamonaviy o'qitish modellari orqali til ko'nikmalarini rivojlantirishga rag'batlantirish zarurligi xulosalanadi. Talabalarni dars jarayonida faol ishtirok etishga undash uchun ularning mustaqil ta'lim olish ko'nikmalarini maqsadli metodik yondashuvlar orqali shakllantirish zarur. Hozirgi kunda ko'plab xalqaro oliy ta'lim muassasalarida "Flipped Classroom" modeli asosida ta'lim tashkil etilmoqda.

Kalit so'zlar: mustaqillik, mustaqil o'qish ko'nikmasi, flipped classroom, zamonaviy metodlar, tanqidiy fikrlash ko'nikmasi, muammoni hal qilish qobiliyati, ijodiy fikrlash, topshiriqqa asoslangan o'qitish (TBL), loyihaga asoslangan o'qitish (PBL).

УСИЛЕНИЕ НАВЫКОВ САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ СТУДЕНТОВ С ПОМОЩЬЮ МОДЕЛИ ПЕРЕВЕРНУТОГО КЛАССА В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация: Данное научное исследование рассматривает, как формат перевёрнутого класса (*Flipped Classroom*) способствует развитию у студентов высших учебных заведений навыков самостоятельного обучения. В исследовании подчёркивается важность владения английским языком для достижения академических успехов. Также акцентируется необходимость свободного владения языковыми навыками и развитием различных компетенций. Отдельное внимание уделяется значению коммуникативных навыков в процессе изучения английского языка. В заключении делается вывод о необходимости стимулирования студентов к эффективному использованию технологий, применению стандартизированных методов и развитию языковых умений через современные подходы, такие как перевёрнутый класс и смешанное обучение (*blended learning*). Для повышения активности студентов на занятиях крайне важно формировать у них навыки самостоятельного обучения с помощью целевых методических подходов. Во многих международных вузах обучение уже ведётся по модели *Flipped Classroom*.

Ключевые слова: самостоятельность, навык самостоятельного обучения, перевёрнутый класс, современные методы, навык критического мышления, способность решать проблемы, креативное мышление, обучение на основе заданий (*TBL*), проектное обучение (*PBL*).

INTRODUCTION

The Flipped Classroom (FC) model is an innovative pedagogical approach that uses video and other multimedia resources to enhance the teaching and learning experience. This model challenges traditional education methods by allowing students to engage with learning materials through interactive activities, online resources, and videos at their own pace. The core concept is rooted in the belief that students can independently acquire knowledge outside of class and then engage in more interactive, higher-order activities during class time. Teachers in flipped classrooms use techniques such as Task-Based Learning (*TBL*) and Project-Based Learning (*PBL*) to create classroom activities that promote critical thinking, problem-solving, and creativity. Additionally, motivation—both intrinsic and extrinsic—plays a key role in this teaching approach, where educators focus on fostering a positive

environment that encourages students to become active participants in their learning process.

The Flipped Classroom Model has become increasingly prevalent in modern education, especially in higher education institutions. It is regarded as a response to the rapid technological advancements, such as the widespread use of smartphones, tablets, and other digital tools, that have shifted how students access information. In response to this, educators like Jon Bergmann and Aaron Sams introduced the flipped classroom model in the early 2000s. Their initial experiment with video-recorded lectures aimed to support students who missed classes for extracurricular activities, such as sports. The success of these video lectures led to the widespread adoption of the model, with Bergmann and Sams later promoting it globally through their book "Flip Your Classroom." The flipped classroom model is not meant to replace traditional teaching methods but rather to integrate technology to make the learning process more interactive and student-centered.

METHODS

This study adopts a qualitative approach to explore the impact of the Flipped Classroom Model on enhancing students' independent learning skills in higher education. The research involves reviewing case studies and published studies on the implementation of the flipped classroom approach in universities worldwide. The study specifically examines the application of TBL and PBL techniques in flipped classroom environments to assess their effect on students' cognitive skills, including critical thinking, creativity, and problem-solving. Additionally, the study focuses on the use of digital tools and video-based content as part of the flipped classroom model to facilitate independent study.

RESULTS

Numerous studies and reports show that the flipped classroom model enhances student engagement and fosters a deeper understanding of the material compared to traditional lecture-based teaching methods. Students who participated in flipped classrooms were found to engage more actively during class, as they had already encountered the material through online videos or readings. These pre-class activities allowed for more interactive and collaborative learning experiences during class time.

Furthermore, students were able to revisit the video content as needed, promoting self-regulated learning (SRL) and providing flexibility in how they absorbed the content. Feedback from students and instructors indicated that the flipped classroom model not only increased student satisfaction but also enhanced their independent learning abilities and critical thinking skills.

DISCUSSION

The findings suggest that the Flipped Classroom Model (FCM) offers significant advantages over traditional teaching methods. One of the main benefits of the FCM is its flexibility, particularly in terms of accommodating students who miss classes or need to revisit learning materials. By providing video lectures and online resources, the FCM allows students to learn at their own pace, promoting self-regulation and ownership of their learning process. This model aligns well with Bloom's revised taxonomy, where lower-order cognitive tasks such as knowledge acquisition and understanding occur outside of class, while higher-order tasks such as application, analysis, synthesis, and evaluation take place during interactive class sessions.

Moreover, the use of digital technologies in the flipped classroom setting enables personalized learning, where students can receive targeted support when needed. The teacher's role shifts from being the primary knowledge provider to a facilitator who helps guide students in their learning journey. While traditional classroom methods still have their place, the flipped classroom model represents a shift toward more dynamic, student-centered learning that better aligns with the needs and preferences of modern learners.

CONCLUSION

The Flipped Classroom Model does not seek to replace traditional education but rather aims to complement and enhance it by integrating technology in meaningful ways. This approach allows for more interactive and individualized learning experiences, where students take greater responsibility for their own learning. By promoting the use of online resources and videos for knowledge acquisition outside of class, the flipped classroom frees up valuable class time for more engaging and higher-order learning activities. Ultimately, this model creates a

"hybrid" or blended learning environment that strengthens communication between teachers and students, promotes self-regulated learning, and fosters a deeper understanding of the subject matter.

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