



IMPROVING THE METHODOLOGY OF USING THE "FLIPPED CLASSROOM" IN DEVELOPING THE PRODUCTIVE SKILLS OF PHILOLOGICAL UNIVERSITY STUDENTS IN INDEPENDENT LEARNING

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Annotation: *This article explores the methodological improvement of using the flipped classroom approach to enhance the productive language skills speaking and writing of philological university students. The study examines how independent learning and digital tools can be effectively integrated to promote autonomy, collaboration, and communicative competence. Based on experimental teaching and survey analysis, the research identifies optimal strategies for structuring pre-class and in-class activities that align with students' cognitive and linguistic needs. The findings demonstrate that a well-organized flipped classroom significantly improves students' engagement, critical thinking, and language production.*

Keywords: *flipped classroom, independent learning, productive skills, philology, language teaching, methodology improvement, student autonomy.*

Introduction

In recent years, the flipped classroom model has gained increasing attention as an effective pedagogical approach that inverts the traditional teaching process. Rather than receiving instruction in class and practicing at home, students acquire theoretical knowledge independently before class and engage in communicative, interactive, and problem-solving activities during class time. For philological university students whose academic success depends largely on their ability to use language productively in speaking and writing the flipped model offers an opportunity to bridge theoretical understanding and practical application. However, effective implementation requires a well-developed methodology tailored to language learning contexts, especially where independent learning plays a central role. This article aims to improve the methodology of the flipped classroom in developing the productive skills of philological students by analyzing existing practices, experimenting with modified models, and proposing practical recommendations for educators.

Materials

The study was conducted at the Faculty of Philology of a regional university, involving 60 second-year students majoring in English and Linguistics. Materials included:

- Online learning platforms (Google Classroom, Edmodo, Moodle)
- Digital content (video lectures, podcasts, interactive grammar tasks)



- In-class materials (discussion prompts, peer-review writing exercises, role-play activities)
- Assessment tools (rubrics for speaking and writing, student self-reflection forms, and questionnaires)

Methods

The research employed a mixed-methods approach, combining quantitative and qualitative data collection and analysis.

1. Experimental design:

Two groups of students were formed: an experimental group (flipped classroom) and a control group (traditional instruction). Both groups studied the same language topics over one academic semester (16 weeks).

2. Pre-class stage (independent learning):

Students in the experimental group were assigned multimedia materials to study before class. Each lesson's pre-class content included 15–20-minute instructional videos, reading tasks, and online quizzes.

3. In-class stage (productive practice):

Class time was devoted to collaborative speaking and writing activities, including debates, presentations, problem-solving discussions, and joint essay writing.

4. Assessment and data collection:

- Speaking proficiency was measured using oral presentation rubrics based on fluency, coherence, vocabulary, and interaction.
- Writing proficiency was assessed through essay tasks rated on coherence, lexical range, and grammatical accuracy.
- Student feedback was gathered through anonymous questionnaires to evaluate motivation, autonomy, and satisfaction.

5. Data analysis:

Statistical comparison (t-test) of pre- and post-assessment scores was conducted, complemented by thematic analysis of student feedback.

Discussion

The results indicated a significant improvement in the productive language skills of students in the flipped classroom group compared to the control group. Average speaking scores increased by 18%, and writing performance improved by 15%. Students reported that independent pre-class study allowed them to better understand new material at their own pace and come to class prepared to use language actively. Class time was thus utilized more efficiently for communicative and creative tasks. Qualitative feedback revealed several advantages:

- Increased motivation and confidence in using English.
- Development of self-regulated learning habits.
- Better integration of digital literacy with language learning.





However, the study also highlighted challenges such as unequal access to technology, time management issues, and the need for teacher training in digital content creation.

To improve methodology, it is crucial to:

- Design pre-class materials that are concise, interactive, and aligned with learning objectives.
- Provide clear guidance and scaffolding for independent tasks.
- Use peer-assessment and reflection to enhance accountability.
- Integrate formative feedback mechanisms throughout the learning process.

Conclusion

The research confirms that the flipped classroom model is an effective methodological approach for developing productive language skills among philological students, provided that its implementation is well-structured and pedagogically grounded. By improving the balance between independent learning and in-class practice, educators can foster learner autonomy, engagement, and linguistic competence.

Further research should focus on digital tool optimization, teacher training, and long-term effects of the flipped approach on language proficiency.

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