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THE POSSIBILITY OF THE PHILLIPED CLASSROOM MODEL IN HIGHER EDUCATION

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Abstract:

This article presents scientific recommendations for the use of flipped classroom technology in the organization of educational processes of students studying in higher education institutions.

Keywords: Information technologies, blended learning, independent education, flipped classroom, credit-module system, education, upbringing, development.

In today's developing New Uzbekistan, all attention is focused on young people, who are the future of our country, and their acquisition of modern knowledge and skills is related to the effectiveness of the education system and the introduction of new technologies. Training of high-level personnel with competitive, modern knowledge for the labor market in higher education institutions, modernization of the higher education system, development of social sphere and economic sectors based on advanced educational technologies it can be noted that it is defined in the Decree No. PF-5847 of October "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030".

In order to increase the efficiency of education, one of the technologies that have been effectively used by the universities ranked in the TOR-1000 rating and achieved high results is the "flipped classroom" technology, which is widely implemented in practice.

The "Flipped Classroom" (inverted classroom) model, which is recognized as a new model of education, is emphasized by researchers and experts as effective. This model was initially used in the upper classes of general education schools, but the results of the subsequent test show that it is more effective in higher education. Flipped classroom technology is a type of blended learning in which students are introduced to a topic at home and practice working through it in higher education institutions[4].

The flipped classroom is considered a teaching method that changes the traditional model of teaching. In flipped classrooms, students are introduced to new content outside of class, usually through videos or online resources, and then class are engaged in active educational activities. This approach allows for a more personalized and interactive learning experience[5].

In the process of using the flipped classroom model, the professor-teacher puts all the educational materials on the student platform at the beginning of the semester, which is open to all. Learning materials can be lecture texts, audio and video files, regulatory documents and primary sources. Students show how much they have mastered by reading and studying them independently at home, using various games and active methods in the classroom. It should also be noted that Flipped Classroom increases students' responsibility for learning[6].

Using the Flipped Classroom model, in addition to text, audio and video educational materials, power point presentations, use of the Google Classroom application and other information can be placed. Students learn this information at home, and if there is no problem, they solve the questions and the information they do not understand in the classroom.

In the process of using the Flipped Classroom model, it is necessary to have the following components:

- an online platform open to everyone for distance education;
- text, audio and video educational materials;
- power point presentations;
- content that provides online communication between a teacher and a student, etc.

The achievements and possibilities of the flipped classroom are such that when it comes to the positive aspects, it is worth noting the time savings. Because in this form of education, there is no need to explain the content of a new topic in detail. This task is organized by independent mastering of any of the pre-loaded video lesson (10-15 minutes), audio file of the topic, text material (in word or pdf format) and PowerPoint

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presentation is enough. When organizing the educational process in a higher educational institution, audience training is reduced by 50%, which increases the scope of the educational institution equally. Also, using formative assessment can take the form of quizzes, short written reflections, concept maps, or peer assessments. Professors and teachers will need to provide feedback on students' performance in a timely manner to guide their learning. This feedback can be given individually or shared with an entire audience to clear up common misconceptions. By following these steps, faculty members can effectively deliver lessons to a changing audience and create an engaging and student-centered learning environment.

The following problems have been identified in higher education institutions in our country when using the Flipped Classroom model:

- students are used to traditional education and lack of cognitive (mental learning) skills;
- lack of competence of some professors and teachers to teach modern technologies;
- material and technical base is of poor quality or, on the contrary, does not exist;
- low internet speed (servers not responding to demand);
- professors and teachers have problems such as a large load at the initial stage to prepare for the teaching process according to the above methods, and the lack of studios for developing video content and tasks.

The indicated shortcomings can be corrected and using the Flipped Classroom model shows practical results with high results.

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