

THE BENEFITS AND CHALLENGES OF FLIPPED LEARNING IN ENGLISH LANGUAGE IN PRIMARY EDUCATION

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Abstract: *The landscape of education is continually evolving, with educators exploring innovative methods to enhance learning experiences. One such approach that has gained attention is flipped learning, a pedagogical model that flips the traditional classroom dynamic. This article delves into the benefits and challenges of implementing flipped learning specifically in the context of English language education at the primary level.*

Keywords: *Flipped Classroom Model, Anxiety, Self Efficacy, Autonomy, Critical Thinking, Motivation, Satisfaction, Teacher Centered to Student Centered, Active & Collaborative Learning.*

The concept of a flipped classroom is a modern approach to teaching that aims to enhance student engagement and understanding by shifting the traditional lecture-based instruction to outside of class time, allowing for more interactive and hands-on learning experiences during class. By utilizing technology to deliver instructional content, students have the flexibility to review materials at their own pace and as many times as needed, which can be particularly beneficial for students who may have missed a class or struggle with certain concepts.

In a flipped classroom, teachers can devote more time during class to providing individualized support, clarifying doubts, and engaging students in collaborative activities that reinforce learning. This approach encourages active participation and fosters a deeper understanding of the subject matter through practical application and discussions with peers.

The flipped classroom model offers a more personalized and interactive learning environment that can cater to diverse learning styles and needs, ultimately leading to improved academic outcomes and student engagement.

Flipped learning is the pre-lesson preparation, reflection and questioning that pupils undertake to help inform a teacher's planning (Mazur, 1997). Prior to a lesson a classroom teacher directs pupils towards specific resources (often online media) that they digest and respond to. This information can then be utilised by the teacher to inform the planning of their next classroom session. The effect of this is that pupils

attend a subsequent lesson armed with a great deal of knowledge and questions ready to further their understanding and skill. Flipped learning is also a means of shifting the learning that does not require a teacher presence outside of the classroom; so that class time can be spent developing areas that benefit from having direct teacher liaison (Bergman and Sams, 2012) e.g. Online activities that stimulate comprehension is an example of flipped learning in its simplest form.

A flipped classroom is first introduced by (Kara, 2015) means as “the concept of a flipping the class in which material is usually studied in class done is now studied at home, and homework which is usually done at home now is done in class. It inverts sequence of the traditional class which has the content lecture in class followed by homework at home. Therefore, in flipped class the concepts are introduced in video tutorials at home and in-class time is used to work on activities related to that content. Face-to-face time can be used for problem solving and hands-on activities in a student-centered environment, which is the basis of this teaching model(Nouri, 2016).

Individualized Pace: Flipped learning allows students to consume instructional content at their own pace. In primary English education, this flexibility is particularly beneficial as students vary in their language proficiency levels. Each child can progress through lessons at a speed that suits their learning style, ensuring a more personalized and effective learning experience.

Active Engagement: By shifting direct instruction outside the classroom through pre-recorded videos or online resources, class time is freed up for interactive and application-based activities. Primary students, often more attentive in hands-on activities, can engage actively in language exercises, group discussions, and language games during face-to-face sessions, fostering a more dynamic and participative learning environment.

Parental Involvement: Flipped learning encourages parental involvement in a child’s education. Parents can participate in the learning process by guiding their children through the pre-recorded materials or engaging in post-class activities. This collaboration promotes a sense of teamwork between educators, students, and parents, creating a more holistic learning support system.

Technology Integration: The use of technology is a cornerstone of flipped learning. Introducing primary students to digital resources, online platforms, and multimedia content not only aligns with the digital age but also enhances their technological literacy. This exposure prepares them for future educational demands and cultivates a positive attitude towards technology as an educational tool.

Autonomous Learning Skills: Flipped learning instills valuable skills such as time management, self-discipline, and independent learning. Primary students, as they

progress through flipped lessons, develop a sense of responsibility for their education. These skills are transferable and contribute to their overall academic success.

Challenges of Flipped Learning in Primary English Education:

Access to Technology: One of the primary challenges is the disparity in access to technology among primary students. Not all children may have equal access to devices or a stable internet connection, potentially creating a digital divide. Educators need to address this issue by providing alternative offline resources or ensuring equitable access to technology.

Parental Support: Flipped learning relies on the active involvement of parents, but not all parents may be equipped or available to support their children's learning at home. This reliance on parental engagement can be a limitation, especially in households where parents have limited time or educational background in English language learning.

Adaptation Period: Implementing a flipped learning model requires time for both educators and students to adapt. The transition from traditional teaching methods to a flipped approach may encounter resistance initially, necessitating professional development for teachers and support systems to help students navigate the change seamlessly.

Assessment Challenges: Assessing students' understanding and progress becomes a more complex task in a flipped learning environment. Teachers must design assessment strategies that go beyond rote memorization, focusing on application and critical thinking skills. This shift requires careful planning and creativity in evaluation methods.

Engagement and Accountability: While flipped learning aims to increase student engagement, ensuring that all students actively participate in pre-class assignments and come prepared for in-class activities can be challenging. Maintaining accountability and motivating students to consistently engage with the materials is an ongoing concern for educators.

Flipped learning in primary English language education brings forth a spectrum of benefits and challenges. While the model offers a student-centric, dynamic, and technology-infused learning experience, addressing issues related to access, parental support, adaptation, assessment, and sustained engagement is crucial. With thoughtful planning, ongoing support, and a commitment to adapting to individual needs, flipped learning has the potential to revolutionize primary English language education, fostering a generation of tech-savvy, independent learners.

Used literature:

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