



Flipped teaching model in education

Shovqieva Shohida Bobosher Kizi

Uzbek State Institute of Arts and Culture

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A learning model which is called Flipped Classroom and translated into Turkish as “Ters yüz Öğrenme” has emerged recently. The term flipping in Flipped Classroom is used to define the interchange of homework and classroom activities . The term “Flipped Classroom” was first emerged at an international conference on learning and teaching by J. Wesley Baker that he used it in his article "The classroom flip, using web course management tools to become the guide by the side” in 2000.

Flipped classroom model is a part of a broad educational movement which covers the blended learning, inquiry based learning and other educational approaches and the tools that integrate flexible, efficient learners . Besides, it is also a model which contributes to make learners take their own learning responsibilities. Flipped classroom model provide an environment which include Project based or real world practices for learners in order to learn the subject better at class time. The flipped classroom model approach was first seen under the name of inverted classroom in the study of a group of professors at Miami University . In literature, this approach was used as inverted classroom then it was used as flipped classroom. The flipped classroom concept was first used and practiced by Jonathan Bergmann and Aaron Sams working at University of Northern Colorado . These two chemistry educators realized that students need teachers more while they are doing their homework not while they are taught and they recorded course videos for the students who could not Show up in the class in order to make them watch these videos and use the classroom to discuss the subjects and do other activities. After that, this method started to be noticed . Flipped classroom model is a part of a broad learning activity which covers blended learning, inquiry-based learning and other educational approaches and the tools that integrate flexible, efficient learners. Besides, it is also a model which contributes to make learners take their own learning responsibilities. Flipped classroom approach emerged from the idea to provide education at home watching videos instead of traditional classroom education. In the classroom the time spend to internalize the previously given information by educator with different methods.

Educators have the chance to get involved with students personally. In this way, the time spent in classroom is used effectively .



USE OF THE FLIP BY LIBRARIANS .The literature shows us that librarians have taken part in the use of the flipped classroom model. Earlier publications by or about librarians in a higher education setting point out their roles of instructional support for the flip: introducing faculty to the concept, providing pedagogical design, and serving as technological support for implementation in the classroom. This is unsurprising, given that librarians have long served as early instructional technology adapters. Podcasting serves as one example, with librarians publishing since the invention of iPods on use of podcasting in teaching and learning . Online learning modules and web tutorials to replace the traditional lecture are another example, and Ladner, Beagle, Steele, & Steele write about using electronic means to replace lectures for library instruction content in a nursing program as early as 2003. Gallagher illustrates the instructional support role identified for librarians. She describes an effort at the University of California, Berkeley, to redesign the curriculum. As part of a group of faculty from across disciplines, she helped build courses and assignments that were meant to promote more inquiry-based learning. What they ended up with was the flipped classroom model; students are exposed to an assignment before class that prepares them for discussion and engagement with new material. A librarian included in the design process can organically integrate IL into learning, and as instructional technology gurus, librarians influence how faculty members teach by setting an example of techniques, like the flip.

Conclusion. The flipped classroom, which has grown in popularity across teaching venues and age levels, may offer some distinct benefits for IL instruction. The features of this model include a focus on efficient use of class time which accommodates different learners, engages with problem-based learning, increases student-teacher interaction, and allows students to take responsibility for learning so that they may transfer these skills to other contexts. These features lend themselves to library instruction which requires learners to understand basic processes which they can apply to research scenarios, to engage critical thinking and problem solving skills that can be learned best through experience

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