FLIPPED CLASSROOM AS A MEANS OF INCREASING THE ACADEMIC ENGAGEMENT OF RURAL SCHOOL STUDENTS

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Abstact The article examines the potential of the Flipped Classroom model as a tool to increase the educational engagement of students in secondary schools in rural areas. The relevance of the research is determined by the need to find pedagogical models that make it possible to rationally use the limited classroom time and at the same time increase the independence, motivation and activity of schoolchildren. The empirical study was conducted over two months among 51 tenth grade students from two secondary schools in the Surkhandarya region of the Republic of Uzbekistan. The study compared the traditional organization of education and the model in which the initial acquaintance with the educational material was carried out before the lesson through specially prepared video materials by the teacher, and classroom time was used mainly for interactive and practical activities. The data obtained show the uneven dynamics of student adaptation: most of the participants demonstrated active involvement in the new model already at the initial stage, while the other part needed additional time to adapt. The results allow us to consider flipped learning not only as a digital technology, but also as an organizational and pedagogical mechanism for redistributing responsibility for educational activities between teachers and students.

Key words: Flipped Classroom, educational engagement, independent learning, motivation, digital educational resources, rural school.

Аннотация. В статье рассматривается потенциал модели перевернутого класса как инструмента повышения образовательной вовлеченности учащихся средних школ в сельской местности. Актуальность исследования определяется необходимостью поиска педагогических моделей, позволяющих рационально использовать ограниченное учебное время и в то же время повысить самостоятельность, мотивацию и активность школьников. Эмпирическое исследование проводилось в течение двух месяцев среди 51 ученика десятого класса из двух средних школ Сурхандарьинской области Республики Узбекистан. В ходе исследования сравнивались традиционная организация обучения и модель, при которой первоначальное ознакомление с учебным материалом проводилось перед уроком с помощью специально подготовленных учителем видеоматериалов, а аудиторное время использовалось в основном для интерактивных и практических занятий. Полученные данные свидетельствуют о неравномерной динамике адаптации студентов: большинство участников продемонстрировали активную вовлеченность в новую модель уже на начальном этапе, в то время как другой части потребовалось дополнительное время для адаптации. Полученные результаты позволяют рассматривать перевернутое обучение не только как цифровую технологию, но и как организационно-

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педагогический механизм перераспределения ответственности за образовательную деятельность между преподавателями и учащимися.

Ключевые слова: перевернутый класс, образовательная вовлеченность, самостоятельное обучение, мотивация, цифровые образовательные ресурсы, сельская школа.

Annotatsiya Maqolada qishloq joylardagi o'rta maktab o'quvchilarining ta'lim faolligini oshirish vositasi sifatida "Flipped Classroom" modelining imkoniyatlari ko'rib chiqiladi. Tadqiqotning dolzarbligi cheklangan sinf vaqtidan oqilona foydalanishga imkon beradigan pedagogik modellarni topish va shu bilan birga maktab o'quvchilarining mustaqilligi, motivatsiyasi va faolligini oshirish zarurati bilan belgilanadi. Empirik tadqiqot ikki oy davomida O'zbekiston Respublikasining Surxondaryo viloyatidagi ikkita umumta'lim maktabining 51 o'ninchi sinf o'quvchilari o'rtasida o'tkazildi. Tadqiqotda ta’limning an’anaviy tashkil etilishi va o‘quv materiali bilan dastlabki tanishish darsdan oldin o‘qituvchi tomonidan maxsus tayyorlangan video materiallar orqali amalga oshiriladigan model va sinf vaqti asosan interfaol va amaliy mashg‘ulotlar uchun sarflangan model solishtirildi. Olingan ma'lumotlar talabalarning moslashuvining notekis dinamikasini ko'rsatadi: ishtirokchilarning aksariyati yangi modelga dastlabki bosqichda faol ishtirok etishini ko'rsatdi, qolgan qismi esa moslashish uchun qo'shimcha vaqt talab qildi. Natijalar bizga teskari o'rganishni nafaqat raqamli texnologiya, balki o'qituvchilar va talabalar o'rtasida ta'lim faoliyati uchun javobgarlikni qayta taqsimlashning tashkiliy-pedagogik mexanizmi sifatida ham ko'rib chiqish imkonini beradi.

Kalit so‘zlar: teskari sinf (flipped classroom), ta’limdagi faollik, mustaqil ta’lim, motivatsiya, raqamli ta’lim resurslari, qishloq maktabi.

Introduction. The modern secondary education system is focused not only on the transfer of a certain amount of knowledge to students, but also on the development of independence, communication skills, critical thinking and the ability to apply the acquired knowledge in practical situations. Under these conditions, the traditional lesson model, in which a significant part of the time is devoted to explaining new material, does not always allow for a sufficient level of student activity.

One of the pedagogical solutions to this problem is the flipped classroom model. Its fundamental difference lies in changing the sequence of educational actions: the initial acquaintance with the theoretical material takes place before the lesson, and the time of direct interaction with the teacher is used to complete practical tasks, discuss, analyze and provide feedback.

It should be emphasized that the effectiveness of this model is not determined by the very fact of using video materials or digital platforms. The structure of pre-training, regular monitoring of assignments, the quality of feedback, and the organization of students' active work in the classroom are essential.

The purpose of the study is to identify the features of the influence of the flipped learning model on the educational involvement of tenth grade students in rural secondary schools.

Materials and methods of research. The study was conducted in two secondary schools — No. 12 and No. 80 of the Sariasiya district of the Surkhandarya region. 51 tenth grade students participated in the study: 24 students from School No. 12 and 27 students from school No. 80. The duration of the study was two months and fell on the final quarter of the academic year. The study included academic subjects "English" and "History". English was studied three times a week, and history was studied twice a week.

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In the experimental model, students received a list of new vocabulary and key aspects of the topic before the class began. For a preliminary acquaintance with the material, video materials prepared by the teacher were used. Thus, students came to the lesson after the initial acquaintance with the content of the topic.

In contrast to the experimental model, the control group continued to study in the traditional format, based mainly on working with a textbook, workbook and explaining the material directly during the lesson. Interactive tasks were used in the classroom work of the experimental group: quizzes, games, crosswords, linguistic bingo, flashcards and virtual tasks created through the educational platforms Flippity and Kahoot. This made it possible to direct the freed-up classroom time to speech practice and team interaction.

The results of the study. For eight weeks, the dynamics of academic participation of 51 students was monitored. The data obtained indicate the uneven rate of adaptation of schoolchildren to the new organization of educational activities.

29 students, which is 56.9% of the sample, demonstrated direct interest in the new model and active participation after its implementation. Another 14 students (27.4%) experienced some difficulties in the first 3-4 weeks, but subsequently adapted to independent study and demonstrated positive dynamics. 8 students (15.7%) maintained a minimum level of participation throughout the study period.

Thus, the results demonstrate that the implementation of inverted learning does not lead to the same reaction of all students. More than half of the participants were able to adopt the new model quickly enough, but a significant part of the students needed a transition period and pedagogical support.

A comparison of the final grades and test results of the experimental and control groups also showed higher academic performance of students who studied according to the flipped classroom model.

Discussion. The results obtained suggest that educational engagement in the use of flipped learning is formed as a result of the interaction of several factors. First, the student gets the opportunity to get acquainted with the material at an individual pace. The video can be viewed repeatedly, stopped, and returned to complex fragments. Secondly, changing the structure of the lesson increases the amount of time directly devoted to interaction, practical activities and feedback.

Changing the role of the teacher is especially important. In the traditional model, a significant part of the lesson can be devoted to the presentation of new material. In the flipped model, the teacher gets the opportunity to use classroom time to identify individual difficulties, consult and organize joint activities.

However, the study also revealed certain limitations. For some students, the transition from a predominantly passive perception of information to independent pre-training turned out to be difficult. Therefore, the implementation of the model requires a monitoring system that allows you to determine whether students have actually familiarized themselves with the preliminary material. An additional problem for rural schools may be an unstable Internet connection and differences in student access to digital resources.

The scientific novelty of the study is to consider flipped learning primarily as an organizational and pedagogical mechanism for increasing educational engagement, and not solely as a way of applying digital technologies. The study shows that a digital resource acquires pedagogical value only if it is included in an integrated system of preliminary training, monitoring, practical activities and feedback.

Practical significance. Based on the results obtained, it is advisable to use the following pedagogical conditions for rural secondary schools:

1. Preliminary video materials should be concise and structured;
2. After viewing, it is advisable to use a short diagnostic task.;
3. It is necessary to ensure systematic monitoring of pre-training;

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4. Most of the classroom time should be devoted to practical and communicative activities.;

5. Students experiencing adaptation difficulties should be provided with additional pedagogical support.;

6. With limited Internet access, it is advisable to provide alternative ways of obtaining preliminary materials.

Conclusion. The conducted research shows the prospects of using the flipped learning model in rural secondary schools in Uzbekistan. The most significant result is the revealed positive dynamics of the educational involvement of a significant part of the students. However, the effectiveness of the model depends on the willingness of students to work independently, the quality of pedagogical support and the availability of digital infrastructure.

Therefore, it is advisable to consider flipped learning not as a simple replacement of a traditional lecture with video material, but as a complex pedagogical model that changes the distribution of study time, the nature of teacher-student interaction, and the structure of academic responsibility.

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