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THE USE OF THE "FLIPPED CLASSROOM" METHOD IN TEACHING ENGLISH LANGUAGE THEORETICAL DISCIPLINES: EFFECTIVENESS AND PRACTICAL APPLICATION

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ANNOTATION

The purpose of this article is to analyze the effectiveness of the "flipped classroom" model in relation to seminar classes, identify key advantages and possible difficulties, and offer practical recommendations for its implementation. The paper discusses the theoretical basis of the term "flipped classroom", explores the specifics of adapting this method for seminar lessons on theoretical disciplines as lexicology, and also presents examples of activities for seminar lessons.

KEYWORDS: *Flipped Classroom, Seminar Sessions, Flipped Classroom Assignments, Active Learning, Higher Education, Blended Learning.*

Nowadays, the trend of introducing innovative approaches and methods aimed at increasing students' involvement in the educational process, developing interest and motivation, as well as deepening understanding of the discipline is important for modern education. One of these methods is the "flipped classroom", which mainly focuses on students' independent work, on independent study of theoretical material before classes begin, while classroom time is devoted to active discussion, analysis and practical application of knowledge. In our opinion, this method is especially relevant where interactivity, critical thinking and collaboration play an important role, especially in the study of theoretical disciplines in higher education institutions.

Seminars, unlike lectures, involve deeper immersion in the subject through discussions, case solving, and group projects. However, their effectiveness is often reduced due to insufficient training of students who come to class without first familiarizing themselves with the material. The " flipped classroom" method solves this problem: by transferring theory to homework, it frees up time in seminars for debate, analysis of complex issues and the formation of practical skills.

In recent years, this approach has been actively explored in the context of higher education. For example, research by Bergmann, J., and Sams, A. demonstrate that using an flipped classroom increases student academic achievement and motivation, as it provides personalized learning and the ability to immediately apply knowledge.[1] At the same time, its implementation in seminars requires careful organization: the preparation of high-quality materials (video lectures, interactive assignments), as well as the development of a system for monitoring independent work.

Bishop, J. L., and Verleger, M. A. believe that this method is effective for developing high-level skills (analysis, synthesis), but requires high-quality materials for self-study.[2] In turn, Chen Hsieh, J. S. believes that students in an flipped classroom show better results in mastering the material compared to traditional methods.[3] O'Flaherty, J., & Phillips, C. describe in their research that the method improves academic results and student satisfaction, but its success depends on the discipline and level of training of students.[4] According to Hung, H. T. flipped classroom promotes the development of communication skills among English language

[1] *Bergmann, J., Sams, A. (2012) Flip Your Classroom: Reach Every Student in Every Class Every Day. ISTE.*
[2] *Bishop, J. L., & Verleger, M. A. (2013). The Flipped Classroom: A Survey of the Research. ASEE National Conference Proceedings.*
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learners.[5] Karimi, M., and Hamzavi, R. believe that students in an flipped classroom show better reading results than in traditional teaching.[6]

In Uzbekistan, the flipped classroom method ("flipped classroom") it has not yet widespread, but individual researchers and universities are beginning to implement and analyze this approach. For example, N. Shodieva believes that the method improves students' motivation and learning outcomes, but requires a digital infrastructure. Karimova L. emphasizes the importance of adapting the method to the local context (for example, low Internet speed in the regions). Moreover, the development strategy "Digital Uzbekistan-2030" has been developed, which includes strategies for the development and further development of blended learning, which indirectly supports the "flipped classroom" method.

The "flipped classroom" method is actively used in modern education, but, like any innovation, it has its strengths and weaknesses. Below is a detailed analysis of its advantages and difficulties:

The strengths of the method are as follows,
1. ***Learning flexibility*.** Students study theory at a comfortable pace (watch videos, read materials at any time).
2. ***Active participation in classes*.** Classroom time is devoted to discussion, practice, and problem solving, rather than passive listening to lectures.
3. ***Personalization*.** The opportunity to pay more attention to complex topics by repeating the material as many times as necessary.
4. ***Development of independence*.** Students learn how to manage their time and take responsibility for learning.

The weaknesses lie in the following points.
1. ***Technological barriers***
- The problem: Not all students have stable Internet or devices (especially in the regions).
- The solution:
- Provide materials in different formats (text + audio + video).
- Use offline resources (flash drives, printouts).

2. ***Students' unwillingness to self-organize.***
- Problem: Some students don't watch videos before class, they come unprepared.
- The solution:
- Enter short tests before class (for example, in Kahoot!).
- Give clear instructions and split the material into parts.

3. High workload for teachers.
- The problem: Creating videos and interactive materials takes time.
- The solution:
- Use ready-made resources (YouTube, Open Education).
- Work in a team with colleagues, share materials. [7]

Flipped classroom is a powerful enough tool, but its success depends on infrastructure (technology, Internet access), student motivation (a system of control and rewards) and teacher support (training, resources, time).

Next, using the example of developing a lesson plan for seminars on the discipline of lexicology, we will look at various tasks that can be used in classes using the flipped class method.

Flipped Classroom Work out:
Theme^ ***"Lexicography: The Science of Dictionary-Making"***

[5] *Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. Computer Assisted Language Learning, 28 (1), 81–96.*
[6] *Karimi, M., & Hamzavi, R. (2017). The impact of flipped classroom on EFL learners' reading comprehension. English Language Teaching, 10 (8), 73–83.*
[7] *Туркина, В. Ю. (2019). Флиппед-класс как инновационная образовательная технология. Педагогика, 3, 45–50*

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Pre-Class Activities (Home Activities)

1. **Video Analysis + Guided Notes**
   Task: Watch a short video (e.g., YouTube) and fill in a structured worksheet.
   Steps in Dictionary-Making (e.g., corpus analysis, defining words, usage examples).
   1 Question (e.g., "How do lexicographers decide if a new word like 'rizz' gets added?".
   Tool: Edpuzzle (embed quizzes in the video) or Google Forms.

2. **Vocabulary Scavenger Hunt**
   Task: Research and define lexicography terms using an interactive Quizlet or matching game:
   - Corpus linguistics
   - Neologism
   - Prescriptive vs. descriptive lexicography
   - Etymology
   - Citation slip
   Extension: Find an example of each (e.g., "The word 'selfie' was added to dictionaries as a neologism").

3. **Predictions from Dictionary Samples**
   Task: Compare entries from:
   1. A traditional dictionary (e.g., Oxford English Dictionary).
   2. A medicine/economical dictionary (e.g., UrbanDictionary.com).
   Questions:
   - How do definitions differ?
   - Which do you think is more "accurate"? Why?

4. **Mini-Research: "Old words"**
   Task: Investigate a past "Old Words" (e.g., "vax," "emoji," "post-truth").
   - Why was it significant?
   - Do you agree with the choice?
   Presentation: 1-slide summary (Canva/Google Slides) for in-class discussion.

In-Class Activities

1. Think Pair Share: Reflections on video
Task: "Must Dictionaries include neologisms or some rude words? "
1. Think: Write several sentences response.
2. Pair: Debate with your partner.
3. Share: Class voting.

2. Lexicographer Role-Play
Activity: In groups, students become "lexicographers" tasked with:
- Add a new word (e.g., "Artificial intelligence," "flipping").
- Write one dictionary entry (definition, pronunciation, example sentence).
- Defending their choices to the class.
Tool: Use Google Docs or printed templates.

3. Corpus Linguistics Demo
Task: Analyze real corpus data (e.g., British Corpora) to:
1. Find how often a word (e.g., " Artificial intelligence ") appears in texts.
2. Compare collocations (e.g., "take a break" vs. "take a chance").
Discussion: How can we use corpus data as lexicographers?

4. Debate: Prescriptive vs. Descriptive Lexicography.
Motion: "Dictionaries should reflect how people actually speak, not how they 'should' speak."
- Teams research arguments using pre-class materials.
- Judge (teacher or student) declares a winner.

Assessment Ideas
Formative: Participation in debates, exit cards.

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Summative: Group project: "Create a Mini-Dictionary" (25 words with definitions/examples)

To summarize, flipping classroom method is ideally suited for a theoretical discipline like lexicology, since:

- Allows you to work with relevant live material
- Makes it possible to analyze language changes in real time
- Develops skills of working with dictionary sources.

Therefore, it can be said that it can improve the effectiveness of learning, especially in developing critical thinking and practical skills. However, its successful implementation requires careful preparation of materials, motivation of students, and support from teachers.

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