

Using The Flipped Classroom Model In Teaching A Foreign Language (English)

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Abstract: In our article, a new innovative pedagogical technology used in teaching students a foreign language (English) based on a cultural approach is provided. Its teaching priorities and shortcomings are described. It is very effective to use the cultural approach within the framework of the “flipped classroom” pedagogical technology. In particular, the teacher can choose different podcasts that reflect different cultural aspects of the life of English speakers on special educational platforms. In addition, podcasts are often considered to be “flipped classrooms” that help develop the least developed listening skills among students. At the same time, more experiments in this field are needed at the moment, so that later on, based on them, it will be possible to develop complex methods of developing listening skills in students studying a foreign language in linguistic and non-linguistic universities.

Keywords: Foreign language, professional competence, cultural imperative, podcast, cultural approach, sociolinguistics, pedagogical technology, knowledge, skills, competence, activity

Introduction

Currently, the global goal of learning a foreign language is to get acquainted with another culture and participate in the dialogue of cultures. This goal is achieved by forming the ability to communicate interculturally. This is a characteristic feature of a foreign language lesson, which is to teach, teach communication in a foreign language, organized on the basis of tasks of a communicative nature, and use all the tasks and methods necessary for this [1].

Thus, learning to communicate in a foreign language in the true sense of the word implies the acquisition of socio-cultural knowledge and skills. It follows that the cultural orientation of teaching foreign languages ensures the implementation of not only general educational and educational goals, but also practical goals. Today, culture is understood as a generalized space of civilization, that is, a product of human thought and activity. Consequently, culture includes experiences and norms that determine and regulate human life, new and unique relationships of people. Thus, the intercultural component requires the search for new psychological, pedagogical and methodological solutions aimed at the formation of intercultural communication of the student and the "expansion" of the scope of the educational process by entering into a real intercultural context of communication. With a culturological approach to education, not only fundamental and practical knowledge and skills in science are important, but also principles corresponding to professional culture, criteria for the social acceptability of the forms of carrying out this activity. An important role is played by the ethics of attitude to labor and the profession, its full integration not only into production, but also into the professional cultural community.

The implementation of the culturological approach allows us to reconsider the specific features of foreign language teaching, since within the framework of the cultural approach, the system of teaching a foreign language includes the following in common: goals, autonomous forms of student activity, educational control, the socio-cultural environment of society for the training of specialists, the educational environment, etc. In addition, it is necessary to take into account the functionality of the foreign language and the student's specialization, his direction[2].

The process of teaching a foreign language consists of two components: the acquisition of knowledge and the development of skills. The acquisition of knowledge is a central part of the educational process. It includes the perception, understanding, memorization and assimilation of educational material, which allows students to freely use the vocabulary of a foreign language. The second component of teaching a foreign language in accordance with the cultural approach is associated with the formation of skills and competencies. It is

customary to indicate to them as elements of speech skills, vocabulary skills, grammar or pronunciation skills that are part of speech skills.

When teaching students, you can identify the following components of teaching a foreign language:

- communication situations reflecting everyday life needs;
- communication situations of a personal nature;
- topics, situations of a socio-political nature;
- professional communication situations[3].

The culturological approach to teaching students a foreign language, teaching a professional language, assumes the principles of interdependence and complementarity of the components of educational activity based on their individual needs and value orientations.

The use of modern information technologies allows you to study life practice in a real information space using a foreign language. Using the Internet for educational purposes is a reality today.

Participation in various telecommunication projects, conferences, the ability to connect to world libraries - all this expands the student's world, finding a large amount of information, mainly in a foreign language. A specialist involved in intercultural professional communication should know that mutual understanding in intercultural communication is achieved through getting to know its participants taking into account the culture of the foreign language, respecting its value. Mastering another culture is understanding the value system of the people. The professional function is that the culture of the foreign language determines the professional characteristics inherent in a particular people. Living abroad can evoke different emotions. A person who has gone abroad may encounter a different reality. However, a specialist who has come to a foreign-speaking country, after starting work, feels the influence of the culture of the foreign language on his life.

Even the simplest everyday professional tasks require thorough preparation. Ignorance of professional etiquette and foreign culture can lead to culture shock, which leads to avoidance when communicating with representatives of a foreign culture. Confidence in communicating in a foreign language can only be achieved through practice. As some researchers have noted, culture shock can be considered a good experience that leads to self-knowledge and personal growth. The result of overcoming culture shock is a person's rebirth, gaining a sufficient understanding of life and new values. Based on the above, it can be noted that the culture of a foreign language is a complex and multifaceted concept and it is impossible to study it in its entirety. Therefore, for future specialists, the selection of elements of the culture of the country where the foreign language is being studied, based on their areas and needs, is necessary and sufficient for entering the culture of a foreign language, which allows for targeted management of the process. The influence of factors related to various cultural and historical elements is so great that it determines the specific features of the entire methodological system. In this regard, the increasingly pronounced methodological orientation in teaching foreign languages and the analysis of the intercultural approach to teaching foreign languages are of particular interest. This direction is the result of a process that arose in connection with the emergence of multicultural communities in the world, requiring modern university graduates not only to know foreign languages, but also "the ability to see and perceive another culture, feel and communicate with its bearers"[4]. Podcasts are an effective way to form and develop listening skills (the ability to listen and hear in a foreign language), since they can be listened to several times outside the classroom. Students love to quickly jump to different pages on the Internet, so the convenient online manipulation of podcasts in a flipped classroom allows them to listen to the parts of the entire program they want and work at a fast or slow pace.

The following features of working with podcasts are available:

- creation and posting of personal podcasts on the Internet;
 - organization of network services for podcasts in the user's personal workspace;
 - creation of the user's personal zone and its moderation (behavior);
 - chronological posting of comments if users cannot make changes to them;
 - availability of the podcast for viewing by all registered users[5].
- The use of podcasts in the process of teaching a foreign language allows solving a number of methodological problems. For example, the formation of listening skills and the ability to understand a foreign language by ear, the formation and improvement of listening and pronunciation skills, the expansion and enrichment of the

lexical dictionary, the formation and improvement of grammatical skills, the development of speech and writing skills[6].

- Considering the methods of using podcasts, we can distinguish the following:
- listening online without downloading the file;
- listening to the file after downloading it to a mobile phone, tablet, laptop, iPod, etc.;
- Create your own podcasts that can be shared with others on the Internet[7].

Thus, podcast technology can be used not only to develop listening skills, but also to develop socio-cultural skills. What language skills are underdeveloped among university students? Pedagogical experience shows that many students have difficulty listening to various types of speech. Listening is one of the most difficult speech activities for students. If students almost never listen to foreign language speech at home, if the teacher does not always speak a foreign language in foreign language lessons, and if the number of teaching hours at the university is decreasing from year to year, the difficulties increase. Undoubtedly, without listening practice, it is impossible to learn and develop listening comprehension of a foreign language.

In this regard, podcast technology is one of the necessary elements of teaching students a foreign language. There are a huge number of podcasts on various topics on the Internet. In independent work, students can choose them according to their interests. Podcasts can also be found for different levels of language proficiency. By working with podcasts, students not only develop their listening skills, but also significantly increase their motivation for the following reasons:

- the involvement of modern technologies in the educational process, thanks to mobile phones and tablets, listening has become convenient for many students;
- the emergence of the opportunity to listen to the podcast many times and choose a topic based on the student's interests;
- the presence of visual reinforcement (text file or video);
- the ability to choose podcast topics based on the student's age and specialization[8].

As researchers have noted, students who use podcasts in their educational activities perform better than those who perform traditional tasks[9].

According to I.P. Golovchuk and A.K. Maximova, the introduction of podcasts into the process of teaching a foreign language as a means of intercultural foreign language communication allows you to reach a new level of quality and productivity of language knowledge, develops skills and abilities that go beyond the scope of foreign language competence, increases the ability to work in a team and individually, and increases confidence[10].

Thus, there are many opportunities and Internet resources for teachers and students, contributing to the improvement of students' skills. How can a teacher choose podcasts for his students? What should he rely on? In our opinion, it is important for a teacher to rely on the principles of choosing podcasts for teaching a foreign language, based on the needs of students.

The main principles for selecting podcasts are: authenticity, relevance of the podcast content to the interests of students, accessibility, affordability, relevance and novelty, relevance of the podcast content to the student's level of knowledge of a foreign language, socio-cultural orientation, formation of activity, life position, personal orientation, cognitive value, participation and motivation, etc.[11].

Nowadays, podcasts can be used by teachers to prepare electronic educational materials covering almost all topics that are useful in teaching students to listen, depending on the specialty in which the students are preparing. You can subscribe to various thematic audio files on the problems of science, education, culture, history, geography and other areas. In particular, podcasts for English learners can be accessed via the following link: <http://independentenglish.wordpress.com/podkastlar>.

Most podcasts can be found in various ways, downloaded or listened to for free. There are many podcasts available on the BBC website, available through the Apple Podcasts app (which is automatically installed on Apple devices) or the iTunes podcast tab, but a simple Google search can also be easy, convenient and useful. For example, you can search for "podcasts to review different films about the learning process" and get many examples.

Once you have found a podcast, students should read it and choose three main topics that are likely to be discussed in the podcast, then listen to them and check them. They can also write down ten words or phrases that you would like to hear in the podcast. If someone regularly listens to podcasts on different topics, some

phrases may be repeated throughout. It is useful for students to listen to a two-minute podcast, pause and continue listening to see if they are right about what is going to be discussed next.

Students can also listen to the entire podcast without stopping. Then they should write a summary of what they heard or create a corresponding audio recording. Then they can listen to the podcast again and see what else they can add to the previously recorded recording. Repetition strengthens students' confidence in the correctness and usefulness of the actions performed.

There are similar exercises for grammar. A person should choose a specific topic of grammatical material that they need to master, then try to hear its features of use in podcasts, and write down how many times and in what context they encounter this grammatical material. Listening to the podcast and repeating what is said in it is important to improve pronunciation.

Teachers can use podcasts in the classroom or for homework when preparing foreign language lessons. To do this, you can take an excerpt from a podcast and present a new topic based on it. Especially when it comes to the environment, it is advisable to use materials from the BBC series "The Value of the Earth". Authenticity and validity can be tested through the BBC's Authenticity series of programmes released in 2016. Teachers can first ensure that a text excerpt is listened to and then play a podcast intended for native speakers. At the same time, students can reflect on the differences between them, such as speaking speed, intonation, clarity of pronunciation, ease of distinguishing speakers, etc., which is the understanding of the spoken text of the text and the English podcasts, and then the teacher provides follow-up tasks in the areas where they have the most problems.

The teacher should use podcast excerpts to focus on the characteristics of speech. They can be cut using free programs such as Audacity or mp3cut. This is like a mini dictation. Students can be shown how to choose a podcast to listen to as homework, and set criteria for their selection. In the first ten minutes of the next lesson, students can talk about the podcasts they listened to, explain their choices, how easy or difficult they were to understand them, and what new things they learned from them. Doing such activities regularly is part of an overall system for developing listening comprehension skills. The teacher should explain to students that they should not be discouraged if they find it difficult to understand a podcast at first. In podcasts, the text can be delivered very quickly, while speech can use a lot of new vocabulary, so it is important to keep listening and be patient. Over time, podcasts will develop a greater understanding of the material and the ability to listen and hear, and regular practice will allow for rapid development of listening skills. The teacher should consider the language level and pace of the podcasts selected for classroom and home lessons, as they often contain cultural information, which makes the task more difficult for students who are not familiar with podcasts or have hardly heard the original material before.[12]

To summarize, flipped classroom is a distance learning technology in which participants in the training session and the teacher have the opportunity to communicate, transfer and analyze information using the Internet or corporate (general) information systems. In the virtual classroom, all types of offline classes are modeled and analytical tools used in e-learning (data exchange, feedback, teamwork, assessment and analysis, etc.) can be added. To implement the flipped classroom technology, a combination of generalized electronic platforms and various solutions for individual functions and preparations can be used. Currently, Google Classroom is the most convenient free electronic platform for teachers and students, but if Google Classroom capabilities are not enough, there are other electronic platforms that are useful for teaching a foreign language. Podcasts, as audio files (audio lectures) that can be listened to online on the Internet or downloaded to a mobile device (desktop computer), are useful tools for developing the socio-cultural competence of university students. Podcasts have great didactic support and opportunities in learning foreign languages, due to their authenticity, relevance, versatility, media competence, multidisciplinary nature, interactivity, ability to increase motivation and provide an individual approach. The cultural approach is very effective when applied within the framework of the "flipped classroom" pedagogical technology. In particular, the teacher can select various podcasts that reflect different cultural aspects of the life of native English speakers on special learning platforms. In addition, podcasts in the "flipped classroom" help develop the least developed listening skills among students. At the same time, more experiments are currently needed in this area, so that later on their basis it will be possible to develop complex methods for developing listening skills in students studying a foreign language in linguistic and non-linguistic universities.

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