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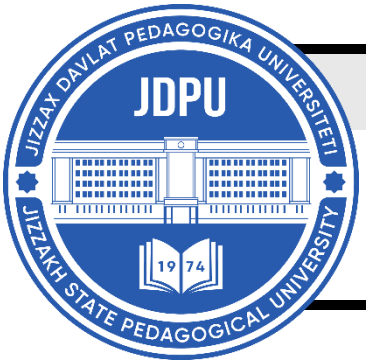

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THE VALUE OF FLIPPED LEARNING IN THE EDUCATIONAL PROCESS: ITS BENEFITS AND DRAWBACKS

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ABOUT ARTICLE

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Abstract: Flipped learning allows students to communicate with each other during practical exercises, verify and expand their knowledge, and debate the substance of theoretical lessons throughout class. The teacher's job during study sessions is to serve as a consultant and facilitator, inspiring pupils to engage in independent learning and group work. The article examines the fundamentals of the flipped classroom paradigm and outlines the characteristics of teacher/student interaction throughout implementation. The didactic and technological issues of using this training model at various educational levels are examined. Throughout the educational process, the benefits and drawbacks of the flipped classroom method are developed.

INTRODUCTION

The "flipped classroom" concept was first introduced in the US many years ago. The main goal of this blended learning approach is to have students actively engaged in educational activities rather than tediously recording teacher-recorded lectures. [1] Flipped learning is based on a different model from the commonly recognized, structuring of activities between teacher and pupils. The locations of homework assignments, independent projects, and classwork are changed. Theoretically, fresh instructional content is individually studied, and in the classroom, students complete real-world tasks on the subject while discussing and understanding its many facets. Assignments for self-assessment are given to students as homework in the form of instructional videos or online resources for learning. A brief video of 15 to 20 minutes generally contains the essential information on the subject. The

instructor is responsible for planning a group activity on the subject being studied in the classroom, such as group discussions, problem-solving, small projects, lab experiments, etc.

LITERATURE REVIEW

The desire to "flip" traditional way of teaching is a result of pedagogical issues that make it challenging to achieve high academic results: poor educational and cognitive motivation and responsibility, a lack of student interest in and capacity for independent learning, frontal work, insufficient time for consolidation and application of newly acquired knowledge and skills, etc.

Focusing on classroom activities, the audience, and student participation in the educational process are the key tenets of flipped learning. The benefit of flipped learning is that it allows students to communicate with each other during practical exercises, verify and expand their knowledge, and debate the substance of theoretical lessons throughout class. The teacher's job during study sessions is to serve as a consultant and facilitator, inspiring pupils to engage in independent learning and group work. They should plan, assist, guide, and give feedback in order to accomplish the desired learning objectives. The learner's position is evolving as well since he is now an active participant in the educational process. One of the cutting-edge strategies, according to foreign education experts, that will have the most influence on education in the years to come is flipped teaching. These include, in particular:

• mass open social learning (organization networked peer-to-peer learning with a focus on communications and communication);

• educational design based on data analysis (strategy for the development and change of educational technology-focused course trajectory process, on the step-by-step activities of students and how they achieve the best results, analysis of the received data);

• meta-learning (reflection, introspection of rational organization of the educational route, personal performance dynamics, ways to achieve educational results, setting adequate goals);

• dynamic assessment (assessment of educational results and personal growth in relation to previous achievements within the course, stage, module, and not in comparison with other learners in the context short-term results of one lesson) [2].

One of the pioneers in the inverted learning movement In his opening remarks for conferences "Ted: Ideas worth spreading" and "Let's use video to reinvent education," Salman Khan, the founder of Khan Academy, a nonprofit organization whose goal is to offer free and high-quality education through the Internet, notes that the use of flipped learning actually helps to humanize education. Actually, extensive review of lecture content in the form of homework allows students to communicate freely with one another while also freeing up time in the classroom for practical activities. If such learning takes on a systematic character, is carried out a kind of monitoring of individual trajectory and learning outcomes of each. teachers are able to most effectively provide

psychological and pedagogical support, identifying what the students' problems are. Should note the implementation of the needs of students in communication with the teacher as the most important factor the effectiveness of education. Pedagogical experience shows that students who, during their studies talked a lot with teachers, and also worked on projects and gained practical experience, achieve further significant success in professional activities.

In modern literature and mass media information is transmitted the idea of interpenetration and interaction of flipped learning and other innovative types of education: blended, remote, electronic, interactive. Really, these types of learning have common points contact, although there are enough differences expressed in the features of constructing the scenario of the lesson.

The notion of flipped learning's interpenetration and engagement with other cutting-edge forms of education, such as blended, remote, electronic, and interactive, is disseminated in contemporary literature and mass media. Although there are enough distinctions represented in the characteristics of creating the instructional scenario, these sorts of learning really share certain aspects in common.

Flipped learning is defined as a model (M.O. Skuratovskaya & S.S. Papadyuk, N. L. Antonova & A. V. Merenkov, M.N. Kornev) or technology (N. N. Zaprudsky, A. E. Vorobyov) from a didactic and organizational-methodical perspective. This definition is quite natural and stems from the understanding of the fundamental role of technology in the educational process. As you are aware, the foundation of pedagogical technology lies in the implementation of the idea of manageability of educational and educational process and assurance of achievement result based on an algorithmized system of pedagogical procedures. This concept is frequently referred to as well-thought-out model of collaborative learning and pedagogical design activities, organization and conduct of the educational process.

Defining flipped learning as innovative didactic model of collaborative activities of the teacher and students involves technologization of the activities of subjects of educational process. In the flipped learning model, one finds reflection of the main criteria for manufacturability: manageability, efficiency, reproducibility.

This model provides step-by-step execution pedagogical and educational activities, main stages preparation and implementation of the flipped lesson. Preparing the teacher for a specific inverted lesson involves methodical analysis and topic selection training session; diagnostics of readiness and knowledge of students for independent study of the material; selection and (or) development of information resources, which will be offered to students for independent study, assessment of their compliance with the content training and age characteristics; planning lesson: goal setting, definition of content activities at each stage, definition of criteria for evaluating educational results, determination of the content and means of final control.

An essential step in the preparation of the inverted lesson, emphasizes N. N. Zaprudsky, is thinking through homework to be done after reviewing and studying the recommended educational resource: the answer to the key question of the topic, formulation of questions that arose in the process independent work with materials, compilation tables, charts, reference notes that reflect the main content of the topic, and the development of criteria assessment of completed homework [3].

Independent work of students includes: learning new material (presentation, video lecture, text in the textbook) performing tasks according to instructions (formulation of questions, drawing up a diagram, joint performance of tasks, tests for self-examination). Thus, in the process of using the model flipped learning flips:

• the content of the lesson and home self-study work;

• activities of the teacher (you need to be an organizer, tutor and consultant, you can form habit and ability to learn);

• activity and attitude of students to learning (active participation in the educational process, responsibility for results).

The flipped learning model is based on the following conceptual ideas:

• activation of the learning process, shifting emphasis from the assimilation of knowledge to the formation of universal competencies;

• developing the ability to learn independently;

• formation of a sense of responsibility for one's own education;

• individualization of education;

• use of quality information in the network Internet, involvement in group work;

• the opportunity for the learner to control pace and time of learning.[5]

The teacher's attention may be focused on formation of individual abilities and skills solving life problems: initiative, acceptance responsibility, result orientation, communication skills, the ability to harmonize one's own and others' interests, etc. This corresponds to the urgent requirement today to provide in education development of universal competencies of the individual, such as the ability to communicate and cooperate, creativity, critical thinking.

Currently flipped learning is active being introduced into the educational space of many countries at all levels of education, as evidenced by analytical and information materials, available on the Internet. In particular, there is a significant experience in implementing flipped learning technology since 2011 at US universities (State University Pennsylvania, Vanderbilt University, Germany and in other countries. [4].

Considering the experience and opinion of teachers practicing application of flipped learning in educational process at different levels of education should name a number of its significant advantages:

• involvement of students in the learning process;

• Strengthening practice-oriented training;

• rational use of study time;

• implementation of an individual approach;

• the possibility of multiple viewing of the material;

• formation of independent work skills;

• formation of teamwork skills;

• mobilization and stimulation of professional teacher development.

Undoubtedly, in the process of implementing this model conditions are created for the formation of skills of independent work, rational use own time, critical analysis, creative approach to solving the problems put forward, fruitful cooperation and opportunities for personal development. From our point of view, the most significant aspect for higher education is the increase in personal contact with students, debatable nature learning, the ability to design your own the meaning of the content of education through constructive dialogue and interaction. The application of this approach poses the following challenges:

- Some students may find it difficult to adjust to a new style of learning when lectures are replaced by more open-ended discussions in the classroom. In order to effectively implement this learning model, the teacher must first familiarize students with its guiding principles and encourage them to regularly watch video lectures at home.

- In the early stages of the project, the teacher will need to invest additional time and resources in creating the video lectures. Without the teacher's computer skills and capacity to create properly structured, relevant digital lessons, producing high-quality video content is difficult;

- Since it is much simpler to deliver a traditional lecture in practice than to plan an interactive discussion throughout the classroom session, the teacher must also have high didactic skills and professional erudition.

- The fact that some students may not have the same initial technical equipment at home to use video lectures can result in discriminatory manifestations. If this is the case, the student must be given an alternative, such as work in a university computer class or access to video lectures on a flash drive.[9]

RESULTS

The Ural Federal University served as the basis for a diagnostic study by Russian researchers N. L. Antonova and A. V. Merenkov, who identified obstacles and challenges in implementing this innovation, such as a lack of time for the preparation of lecture materials in the form of video lectures and a dearth of independent work for students who are formed only for seniors. According to teachers, certain conditions must be met for implementation models to be successful. These conditions include

organizing technical support for flipped learning by experts in engineering and technical profiles; restructuring the system to take into account the standards for time allotted for different types of classes; and holding training seminars and trainings on the challenges of creating and utilizing the inverted learning in practice. [5].

Analyzing changes in the work of a humanities teacher disciplines in the context of remote learning, A. S. Robotova calls the following relevant problems of its implementation: “the creation of an electronic humanitarian text, preserving its inherent dialogism; overcoming alienation from the invisible students; creating your own image; organization online communication” [6].

Analysis of the results of the practice of teachers higher education shows that one of the significant difficulties they face is the need changes in the passive attitude of students to more proactive, more responsible for your own education. In foreign studies indicate a low readiness of students to view materials prepared by teachers, as well as poor technical readiness teachers themselves, hindering the quality design and presentation of the developed lectures [7].

CONCLUSION

So, the flipped learning model has a number of advantages, which include First of all, the ability to design your own the meaning of learning associated with motivation students, the formation of skills independent work, the ability to differentiated and practice-oriented approaches in training, mobilization of professional development of teachers, which determines the expediency expanding the practice of using the inverted learning at all levels of education and overcoming existing difficulties in the implementation flipped learning on the organizational and methodological the level of the educational process.

Flipped learning is currently being implemented in domestic education, mainly on level of general secondary education. In our opinion, the proposed model has prospects for development educational space of higher education. Besides, the specificity and effectiveness of this model allow talk about the possibility of its use at the level additional adult education to improve professional competencies of specialists education systems.

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