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«FLIPPED CLASSROOM» APPROACH FOR COMMUNICATIVE COMPETENCE DEVELOPMENT AMONG STUDENTS OF NON-LINGUISTIC UNIVERSITIES IN FOREIGN LANGUAGE LESSONS

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Summary. *The article is devoted to the Flipped Classroom approach (FC), which is currently characterized as one of the innovative approaches to the organization of education process during the quarantine period caused by the pandemic SARS-CoV-2. The role of the FC teaching of students of non-linguistic specialties of higher educational institutions is discussed. The article describes the content and language integrated learning from the point of view of modern methods of foreign languages teaching. Models and peculiarities of using FC approach in higher educational institutions are given.*

Keywords: *flipped classroom approach, personalized learning, continuous linguistic education, learning environments, subject-language integrated approach; FC components and principles, video lecture, integrated training, practice oriented learning, foreign language for non-linguistic specialties, methodology of language-based integrated learning.*

In the age of modern technology and the presence of computers in almost every home, the question arises whether it is possible in these conditions to teach students in the same way as it was done before. Is it correct today that the teacher transmits knowledge, and the student passively perceives it? Today, many teachers are sure that for a modern higher school it is necessary to create new, completely different educational conditions – conditions for the introduction of media education, personalized teaching, using such means as video, electronic educational resources, computer games. These conditions should not only take into account the speed of information flow, but also be aimed at developing students' skills in critical

analysis of information, planning their activities and effective implementation of ideas. In other words, the student must turn from a passive absorber of knowledge into their active getter, seeker of truth, discoverer, thinker, developer.

To meet the needs of the digital society for changes in learning models, the comprehensive development of the student's personality, one of the options may be the "Flipped Classroom" technology (FC).

The FC technology emerged from the research of Harvard professor Eric Mazur, who created the Peer Instruction technology, which became the starting point for the further development of FC. [1] In 1993, an article by professor Alison King was published, where she provides information that time in class should be devoted to delving into the essence of the subject, and not the usual presentation of information. [2] This topic was also researched by Salman Khan, who created the Khan Academy internet resource. Since then, interest in it has grown and in 2007 Professors John Bergman and Aaron Sams began recording their lectures, accompanied by Powerpoint presentations. [3] These notes were for students who missed class. Online lectures began to spread. The number of expelled students dropped from 50 to 19%. The method gained popularity due to the widespread use of new technologies and began to be used in teaching English.

Many other scientists and educators have also influenced the development of this approach, adding and refining various aspects of it. Among them: Virginia Anderson and Barbara Walvoord, who wrote a book about FC [4], as well as Lage, Platt, & Treglia [5], Michael Fitzpatrick [6], Robert Talbert [7] and many others.

Flipped Classroom is an approach in which the lesson-lecture and homework are "flipped", that is, the student watches a lecture on a specific topic at home before class, and class time is devoted to practical work, projects and discussion. More often than not, an online lecture becomes the focus of this learning approach. It is a modern approach to teaching that helps students engage and motivate them in the learning process.

Flipped Classroom technology allows students to be fully involved in the process of learning a foreign language, as this technique allows you to individualize learning and turn it into an interesting and exciting process, motivating students to acquire knowledge. This technology makes them more responsible and independent, and also allows them to work in a comfortable information environment.

According to FC technology, the new material is proposed to be studied at home. Often these are videos, articles or voluminous texts. Students work with him at home and in the next lesson apply what they have learned in class by participating in various games and activities. Thus, the role of the teacher shifts from the traditional lecturer to the instructor-advisor during the lesson. As a result, the time in the lesson is used as efficiently as possible, since all of it is devoted to communication, and not the teacher's lectures and frightened "yes/no" from students. Students arrive prepared, with knowledge of new information, vocabulary, home notes and templates, which allows "slow" and thoughtful students to show their potential during the lesson.

To engage students and use the familiar technique of Guided discovery [8], one can include questions along the way, which make them think, and not just

"passively" receive information. To insert questions that will pop up as the video plays, the authors of the article recommend using the Edpuzzle program. [9]

Unlike a traditional classroom, a flipped classroom involves some of the work for students to do on their own, and in the classroom there is a lot of practice. The teacher provides support at all stages. If, when watching a lecture, something is not clear, then there is an opportunity to ask questions to the coach or classmates online.

Thus, school audiences can become a place for doing "homework", that is, a thorough study of topics and problematic issues, and it will also be possible to implement training in cooperation. But most importantly, all aspects of the lectures can be worked out by the teacher in the future, in order to maximize such a scarce learning resource as time. [10]

Recordings of lectures can be in the form of podcasts, screencasts, videos. It is important that the explanations are supported by visual material, for example, a presentation, screenshots or pictures, which are shown simultaneously with the speaker or alternate.

To record:

- prepare a script in advance (think over the text and what, besides the video, you will show);
- the duration of a video or podcast is 5-7 minutes;
- do not include too much information (students can read part of the theory in the form of text);
- you can record video on a mobile phone or camera, then make visual inserts using Movie maker or in a more advanced version of Adobe premiere;
- you can upload to YouTube, Vimeo, and Learning management systems.

There are 4 main components of the Flipped Classroom technology – "the Four Pillars of F-L-I-P":

✓ F – Flexible Environment

The technology allows you to use a variety of operating modes. This principle lies not only in the physical manifestation of the flexibility of the regime, but also in the flexibility of approaches, that is, the individualization of the educational process, the selection of techniques and materials for special groups of students.

✓ L – Learning Culture

In the traditional lesson model, the teacher plays a leading role, that is, he is the source of information and is automatically endowed with the sole organizer and leader of the process. Within the framework of FC technology, the student himself selects and analyzes information, while the teacher acts as a support, entering the process when the student needs to indicate the optimal way to solve the problem, to direct his activities in the right direction.

✓ I – Intentional Content

The teacher clearly separates the information and materials for its processing, which will come from him and those that the student will seek and perform independently. The principle is that the teacher needs to maximize the activity of students in the process, the intensity of their work both in a team and individually.

✓ P – Professional Educator

A teacher who is aimed at working within the framework of FC technology, needs special skills and mastery. While working in the classroom, the teacher

oversees the students' performance, providing feedback, assessment and guidance when they need it. The teacher constantly reflects on his activities, shares his experience and accepts constructive criticism, he never stops transforming materials and working to optimize the educational process. Despite the seeming "invisibility" of the teacher in the educational process when working in this technology, he is an integral part of teaching, a connecting element on which the entire educational process rests.

This technology can become effective both for students, who are now acquiring knowledge themselves, and for teachers, allowing them to free up hours of classroom work for a deeper study of problematic issues. It also makes it possible to improve the quality of the taught material through short but capacious video lessons, interesting articles and interactive exercises to check the understanding of information.

If the teacher does not plan to seriously introduce this approach into his course or classes on an ongoing basis, then it will be enough just to link to the material in the general chat or open access to the cloud storage. If Flipped Classroom is deeply embedded in order to form communicative competence in English lessons, it is worth considering a common online platform. The authors of the article advise you to pay attention to the Google Classroom platform. Teachers use it in different ways, submitting homework online, giving feedback on completed assignments, announcing upcoming classes, and chatting online. You can also send assignments right in the classroom.

Advantages of FC:

✓ almost the entire lesson can be devoted to conversational practice and highly cognitive tasks, which usually have to be cut in order not to disrupt the timing of the lesson. With this approach, you can have plenty of conversation and listen to everyone;

✓ one of the main advantages – each student will independently watch the video and read the texts at their own pace and as many times as they need for maximum awareness of what is happening. There will be no more those who are bored to watch the video twice in the lesson, and those who did not understand the first time.

✓ British scientists conducted multiple experiments and found that the group that studied on the Flipped Classroom model passed the final year test 28% more successfully than the traditional group. The test included reading, writing, listening, speaking practice, and the use of vocabulary. All students have improved their skills and overall performance has been improved;

✓ this approach and blended learning allows students to learn to think critically. This method assumes a lot of independence;

✓ the ability to implement a more individual approach when working with a group. Each student needs a certain amount of time to process information. Someone is quick on the draw, while someone is better off going through the material several times. Thanks to independent study of the topic, you can devote as much time as necessary to understand the material and learn it at a convenient pace;

✓ it is great for revision, because you can always listen to the lecture about the differences between Present Perfect and Past Simple. The teacher, even in the recording, will explain more easily than it is written in the textbook;

✓ for those students who missed the lesson, now there is no need to individually explain the material – there is a video.

Disadvantages of the approach:

✓ creating high-quality content for students is still quite energy and resource intensive. Moreover, the teacher needs computer skills higher than on / off, so you have to do computer literacy;

✓ reworking the training program and the laboriousness of creating video lectures for the teacher, the need to be tech-savvy. Not all lectures can be found in the recording because each level has its own program;

✓ the lesson program should be fun and motivate students. Forms of assignments should correspond to their interests and lifestyle: videos, not texts; entertaining, not instructive; concise and short, not an hour long lecture;

✓ the age, gender, religion, social position, learning style and goals of all students must be taken into account;

✓ not all ESL lessons can become "flipped". You need to carefully plan the course and leave enough time for both grammar lessons and debates, discussions, presentations, games, etc.;

✓ at first, preparing materials can take a long time, this is akin to the first year of teaching. Once you gain experience, you no longer have to search for the desired task so long and painfully;

✓ despite the fact that the role of the teacher is changing dramatically, do not forget about your mission: students still need to feel control and support. Do not forget about the feedback to the tasks completed by the students. Not all students are accustomed to working independently; it is unusual for them to study material without a teacher.

Flipped Classroom can help out great in cases when a large discussion is planned in the lesson and there is a risk of not being in time if the lesson has a pre-teaching or pre-reading stage along with reading. This method fits perfectly with the "less teacher talking time" rule.

The Google Classroom service made it possible to simply and conveniently organize the process of blended learning within the framework of the “Flipped Classroom” technology due to the presence of fast integration with other Google services (Google Drive, Google Forms, Google Sheets, Google Docs, etc.), a user-friendly interface and the absence of complex registration. The service interface is minimalistic, and therefore it was not difficult for teachers and students to understand the navigation of this service. The conditions for the implementation of the technology were met, since the theoretical material completely remained for independent distance learning, which allowed the students to devote the necessary amount of time to assimilating the information, and practical exercises in the class helped to consolidate the material passed through and deal with all the issues that cause difficulties.

Having analyzed the application of FC technology in foreign language lessons, we can conclude that this teaching technology develops meta-subject skills in students; increases motivation to learn through independent study of material at home and various forms of offline work; broadens horizons through various authentic video tutorials; makes learning personalized; and also provides ample opportunities to explain the training materials.

It should be noted that this technology is being actively implemented by many teachers in the educational process both abroad and in Ukraine, which proves its universality and applicability to any conditions and requirements. At the moment in Ukraine, the use of this technology is not yet widespread as in other countries, but there are already developments and research in this innovative area. A significant advantage of using the "Flipped Classroom" technology is the focus on practical results, that is, more classroom time is spent on working out, on interacting with other students, with the transfer of the experience of independent learning, which contributes to the intensive development of the student's personal qualities, his autonomy, critical thinking, and also the achievement of substantive results.

The above features determine a good prospect for the spread of this technology, especially in the conditions of quarantine caused by the Sars-CoV-2 pandemic, as well as the prospect of ongoing research, which will always go beyond the educational process or educational institution, since with the help of blended learning and FC in particular, teachers have the opportunity to develop in students the qualities and skills necessary for a conscious and successful life and all-round personality development.

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