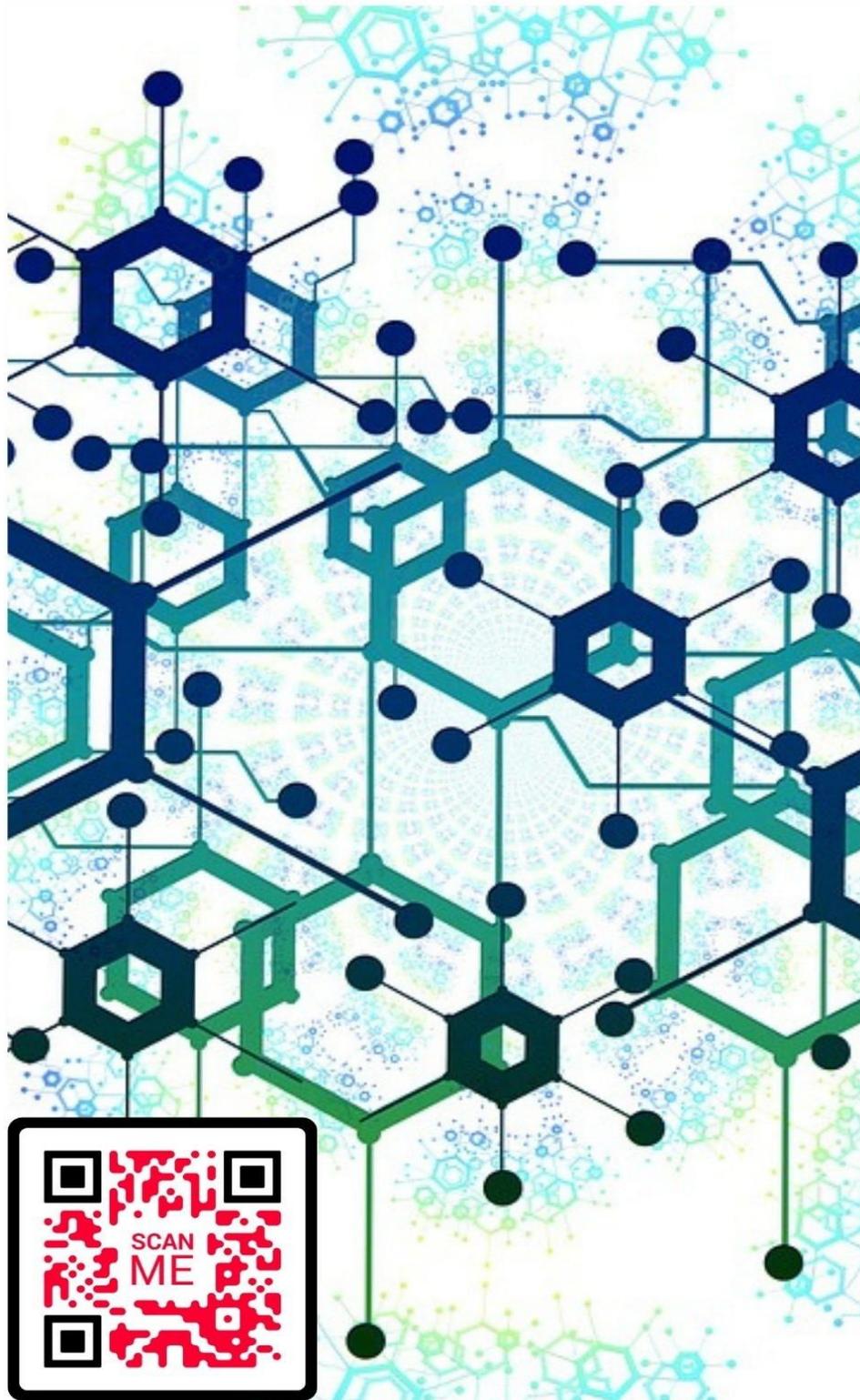


## Table Of Content

<b>Journal Cover</b> .....	2
<b>Author[s] Statement</b> .....	3
<b>Editorial Team</b> .....	4
<b>Article information</b> .....	5
Check this article update (crossmark) .....	5
Check this article impact.....	5
Cite this article .....	5
<b>Title page</b> .....	6
Article Title .....	6
Author information.....	6
Abstract .....	6
<b>Article content</b> .....	7

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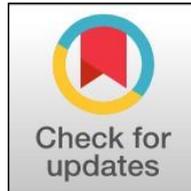
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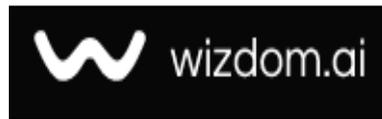
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## FLIPPED LEARNING IN THE EDUCATIONAL PROCESS: ESSENCE, ADVANTAGES, LIMITATIONS

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***Abstract** – The article considers the essence of flipped learning and defines the features of the activities of the teacher and students in the process of implementing the flipped learning model. The didactic and technological aspects of the application of this teaching model at different levels of education are analyzed. The advantages and limitations of the use of flipped learning in the educational process are formulated.*

***Key words:** flipped learning, teaching model, educational process, pedagogical community, new teaching practices, pedagogical methods and technologies.*

### **I. Introduction**

In the modern pedagogical community, issues of improving the quality of the educational process, associated with the use of new teaching practices, pedagogical methods and technologies at different levels of education, are actively discussed. Significant experience in pedagogical innovations, the results of psychological and pedagogical research that affect the development of educational processes, require generalization, systematization, analysis of the positive and negative aspects of various innovations. One of the promising innovations is the flipped learning model, which is confirmed by the practice of its application at various levels of education.

### **II. Main part**

Flipped learning is based on a different, in contrast to the generally accepted, organization of the activities of the teacher and students. It swaps the content of homework, independent work and work in the classroom. Theory, new educational material are studied independently, and practical tasks on the topic are performed in

the classroom, various aspects of the new topic and complex issues are discussed and analyzed. Students receive as homework an educational video or an electronic educational resource for studying the material and tasks for self-examination. The key information of the topic is usually presented in a compact video for 15–20 minutes. At the lesson, the teacher should organize joint activities on the topic studied: discussion in groups, solving problems, creating mini-projects, conducting laboratory experiments, etc. Interest in “turning over” traditional classes is due to existing pedagogical problems that make it difficult to obtain high educational results: weak educational and cognitive motivation and responsibility, lack of desire and ability for students to independently acquire knowledge, work independently, the teacher does not have time for an individual approach, frontal work prevails, there is little time to consolidate and develop the acquired knowledge and skills, etc. An essential point flipped learning is a focus on classroom activities, audiences, and student engagement in the learning process.

The value of flipped classes lies in the possibility of using study time to discuss the content of theoretical material, test and develop knowledge and interact with each other in practical activities. During the training sessions, the teacher's role is to act as a consultant and facilitator, encouraging students to act independently and work together. To achieve the planned learning outcomes, he must organize, support, direct, provide feedback. The role of the student is also changing: he is an active participant in the educational process. Foreign experts in the field of education call flipped learning one of the innovative approaches that will have the most significant impact on education in the coming years.

These include, in particular:

- mass open social learning (organization of network peer learning with an emphasis on communication and communication);
- educational design based on data analysis (a strategy for developing and changing the educational trajectory of the course, focused on process technologies, on

the step-by-step activities of students and ways to achieve the best results, analysis of the data obtained);

- meta-learning (reflection, self-analysis of the 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 students in the context of short-term results of one lesson) [1].

The expediency of using flipped learning is also due to the characteristics of Generation Z, which, as a rule, includes those born between 1995 and 2012. Its distinguishing features are practicality, the desire to demonstrate one's uniqueness and personal branding, a realistic view of career and leadership, the ability to act in multitasking mode, the need for access to information and constant contact with peers. One of the leaders in promoting flipped learning Salman Khan, founder of Khan Academy, a non-profit organization whose mission is to provide free and high-quality education over the Internet, in his introductions "Let's use video to reinvent education", "Let's for teach mastery - not test scores" at conferences "Ted: Ideas worth spreading" notes that the use of flipped learning, in fact, contributes to the humanization of education.

Indeed, independent study of lecture material in the form of homework not only frees up time in the classroom for practical tasks, but also allows participants in the educational process to freely interact with each other. If such training acquires a systematic character, a kind of monitoring of the individual trajectory and the effectiveness of each training is carried out. Teachers are able to most effectively provide psychological and pedagogical support, determining what the problems of students are.

It should be noted the realization of the needs of students in communication with the teacher as the most important factor in the effectiveness of education. Pedagogical

experience shows that students, who, during their studies, communicated a lot with teachers, as well as worked on projects and gained practical experience; achieve significant success in their professional activities in the future. In modern literature and the media, the idea is broadcast about the interpenetration and interaction of flipped learning and other innovative types of learning: blended, distance, electronic, interactive. Indeed, these types of training have common points of contact, although there are enough differences, expressed in the features of constructing the lesson scenario. That is why a number of specialists in the field of flipped learning (M. Kurvits, J. Kurvits) define it as a scenario for a lesson, a training session. The use of different terminologies when using flipped learning (flipped classroom, flipped lesson, element of blended learning, a variety of distance, correspondence and e-learning, a form of interactive learning) reflects the specifics of the organization of the educational process in this type of learning and is due to a combination of traditional and innovative approaches to the presentation and assimilation educational material at different levels of education.

### III. Conclusion

So, the model of flipped learning has a number of advantages, which include, first of all, the possibility of constructing one's own meaning of learning, associated with the motivation of students, the formation of independent work skills, the ability to implement differentiated and practice-oriented approaches to teaching, the mobilization of the professional development of teachers, which determines the expediency of expanding the practice of using flipped learning at all levels of education and overcoming the existing difficulties in the implementation of flipped learning at the organizational and methodological level of the educational process.

Currently, flipped learning is being introduced in domestic education, mainly at the level of general secondary education. In our opinion, the proposed model has prospects for the development of the educational space of higher education. In addition, the specificity and effectiveness of this model allow us to talk about the

possibility of its use at the level of additional adult education in order to improve the professional competencies of specialists in the education system.

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