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### FLIPPED CLASSROOM LEARNING MODEL: EXPAND YOUR BOUNDARIES AS A TEACHER

*Due to substantial changes in the sphere of higher education in Ukraine the question of successful combination of classical and innovative methods of teaching, including those in the field of teaching foreign languages, has arisen. Reduction in the quantity of lecture hours with the teacher and emphasis on the role of independent work of students determine the need for the teaching methods that will contribute to achieving the objectives set in the curricula. The article focuses on the innovating method of teaching foreign languages which enables the teacher to manage the classroom time more efficiently and to intensify the process of foreign language acquisition. The basic concept of flipped classroom learning model is based on the use of video materials for the transmission of teaching content in out-of-classroom time, which enables the teacher to reorganize classroom activities and spend more time consolidating and working on the gained knowledge. The flipped classroom model includes the use of vocal and pre-vodcasting technologies and is different from distant and blended learning. In order to create a successful flipped classroom strategy, an educator should follow certain procedure. The idea that the time spent in the classroom is focused on helping students to improve their understanding and learning, rather than presenting basic information and ideas, is one of the main advantages of the flipped classroom approach. The challenge is to ensure that students carry out the learning activity outside the classroom so they are well prepared for their learning experiences with their tutor.*

**Keywords:** *flipped classroom; classroom time management; students' independent work; foreign language teaching.*

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### МОДЕЛЬ ПЕРЕВЕРНУТОГО НАВЧАННЯ: РОЗШИРЕННЯ КВАЛІФІКАЦІЙНИХ КОРДОНІВ УЧИТЕЛЯ

*У статті йдеться про основні теоретичні засади інноваційного методу навчання іноземних мов, який*

полягає в зміні розподілу часу, затраченого педагогом на пояснення нового матеріалу та його відпрацювання та дає змогу ефективно використовувати аудиторні години. Розглянуто відмінності між заняттям у форматі перевернутого навчання та змішаного та дистанційного навчання. Проаналізовано основні переваги та недоліки перевернутого навчання. Запропоновано базовий алгоритм для розробки курсу з використанням моделі перевернутого навчання.

**Ключові слова:** перевернуте навчання; аудиторні години; самостійна робота студентів; навчання іноземних мов.

**I**ntroduction. The current situation in the development of education in Ukraine raises the question of successful combination of classical and innovative methods of teaching, including those in the field of teaching foreign languages. Reduction in the quantity of lecture hours with the teacher and emphasis on the role of independent work of students determine the need for the teaching methods that will contribute to achieving the objectives set in the curricula.

Increase in the part of independent work presents certain difficulties for students. These include the need for “self-motivation”, the independent structuring of time for studying and structuring the volume of the studied linguistic material, the low level of objectivity in assessing the level and completeness of self-acquired knowledge, as well as the objectively emerging gaps in the system of knowledge, including lack of methodological experience at organization and realization of independent training. Specific problems arise in the study of grammatical phenomena of a foreign language due to the impossibility of correct assessment of the student’s level of theoretical knowledge obtained, as well as the accuracy of practical application of independently mastered grammar material. At the same time, it is worth mentioning that the number of tutorials in the educational process is not always sufficient to deliver the essential information and ensure the relevant control. Consequently, the problems of managing the classroom time are also quite acute. In this regard, the use of the Internet and modern methods that contribute to the intensification of learning foreign languages, especially in the classroom, can facilitate the teaching process.

**The purpose of the article** is to analyze one of the above mentioned techniques, namely the “flipped classroom” (*henceforth FC*), the main concept of which is the use of video materials for the transmission of teaching content in out-of-classroom time, which enables the teacher to reorganize classroom activities and spend more time consolidating and working on the knowledge gained.

**Results.** The FC model is a unique method for realizing the potential of modern information technologies in the process of teaching foreign languages. The use of technical means greatly simplifies both the transmission (video broadcast) and

the control of knowledge (automated control of time and number of views, calculation and evaluation of test results).

The FC is a modern, innovative, dynamically developing teaching methodology. The approach to the selection of information used in the model leads to the formation of the more solid theoretical knowledge base for students. This aspect is the key to mastering a foreign language and allows the teacher to carefully and more intensively consider the theoretical subtleties and train important details.

The concept of flipped/inverted learning originated in the United States a decade ago. The founders of this model were Jonathan Bergman and Aaron Sams, who in 2007 suggested an idea how to provide material for their student in athletics class who often skipped lectures, which resulted in the emergence of a new educational direction [2].

The inverted class can be confused with distance learning. However, taking into account the description of the process and the structure of the FC, we can conclude that distance learning is its direct component. The essence of distance learning technology is based on the fact that learning and assessment of the perception of received material occurs directly through the Internet computer network, using on-line and off-line methods [5]. While implementing this method, recipients have the opportunity to study ready-made materials on a number of subjects at any time convenient for them. As a rule, teachers resort to the use of Internet resources for extracurricular work, or to provide additional material for the existing curriculum and subjects. Taking into account the peculiarities of distance learning technology, we can conclude that this type of learning is personally oriented. The technology provides continuous communication of students with the teacher and with other students as well [4].

Another e-learning model is blended learning, which involves both online learning as well as a bricks-and-mortar location. In a blended learning classroom, both online and traditional teaching methods are utilized to provide a more effective learning experience for students. Teachers would typically employ online learning components such as educational videos, games, online learning material and podcasts [3].

Unlike in a flipped classroom, the online material

does not replace any face-to-face teaching, but is rather used as additional support. For example, a teacher might instruct their students to watch an additional video lesson or engage in a podcast to broaden their understanding of the topic. Blended learning is designed to have the two modalities, online and traditional, which complement each other.

Brian Bennett describes the FC model as an ideology, not a technique: “Videos, by themselves, do not help children achieve more in your class. The FC helps you create communication with students and use your instructions. If the video is part of this multi-faceted plan – it’s great. If not, it is still good” [1]. Aaron Sams supports this opinion: “Anyone who blindly uses the FC model (for research, lectures, home schooling, whatever) and does not introduce any improvements into it, based on the needs of their students, will lead them to a complete educational failure” [4].

The FC model suggested the shift from “teacher as a lecturer” to “teacher as a facilitator” mode. The teacher from the source of knowledge becomes a facilitator (a person, providing successful group communication), a consultant, a tutor, encouraging pupils to undertake independent research and group work, and the student from the consumer becomes an active participant in the educational process.

An obligatory prerequisite for using this model of learning is the availability of computers with Internet access. Students are given access to electronic resources, for example, educational Internet portals, training videos on the topic made by the teacher himself/herself or found on the global network. The FC model, among other things, includes the use of vocal and pre-vodcasting technologies.

*Vodcast* is a video file (video lecture), which its creator sends on a subscription through the Internet. Recipients can download vodcasts to their devices or watch lectures online.

*Pre-vodcasting* is an educational method in which a teacher creates a vodcast with his/her lecture, so that students get an idea of the topic before the class at which this topic will be discussed. The method of pre-vodcasting is the original name of the method of the inverted class.

Among the main advantages of the method one can name a change of the role of a teacher, increase in their importance, since the rest of the free time (due to the transfer of learning new material to the PC), a teacher can spend on more complex and interesting tasks – consolidating and deepening the knowledge gained by the students independently. The teacher writes a video training session or finds an electronic resource using personal software, then offers the students the new educational material as

homework (educational video or electronic educational resource), which they must carefully investigate and study for the next class. They have the opportunity to do this at any convenient time and in any convenient place, viewing video any number of times and making an outline of key ideas. Therefore, theoretically, students should come to the classroom being already prepared: they have the opportunity to study video materials on the topic at home, and at the pace that suits them, with the possibility to concentrate on the most difficult places for perception.

Critics of the FC state that this model worsens the traditional aspect of education since it does not provide the opportunity for immediate feedback, the teacher cannot put and answer the questions. For many students, it may be difficult to develop personal responsibility. In the self-directed home learning environment, students who have poor time-management and self-discipline skills can lag behind their peers.

Others argue that the FC model leads to the increase in the time spent at a computer, especially nowadays, when teenagers spend too much time in front of the screens of various devices.

It can also be difficult for teachers to adapt to this model. They will have to increase the preparation time for the class, as well as to spend much more time and efforts creating a high quality video lesson. Another point is additional expenses on computer training courses for teachers for further successful implementation of the FC model.

There are no standard guidelines on how to successfully flip the classroom. However, educators can follow a series of certain steps [3].

- Defining the scope and objectives

The first step for any educator trying to flip the classroom successfully is to have a well-defined scope. They should collect all the educational content that they have for the semester and start breaking it down into relevant sub-topics. The sub-topics will essentially transform into the video lessons. Every lesson plan should be followed by some form of assignment to make sure that the students have actually understood the educational content.

- Creating the educational content

Unlike in a blended learning classroom, the flipped classroom requires some sort of educational content to be created and distributed for the students to learn away from the classroom.

- Constructing in-class activities that spark pre-class engagement

After the students have watched the educational material, the teacher needs to ensure that they understand it. A good way of stimulating further

learning around each topic is to have a set of tasks at the end of each video lesson. This can take the form of puzzles, questions, summaries or further research.

- Preparing in-class activities for students to apply their knowledge

In a flipped classroom, it is not enough for the students to be familiar with the provided educational content; they need to know how to apply it. The educator should dedicate the first 10 minutes to recapping the content shown in the previous video lesson, then focus on engaging the students with an active learning strategy. Debates, group assignments, and individual projects are just a few of the activities that can be used.

- Ongoing evaluation

The ultimate goal is to have students' academic progress as a direct result of the introduction of the flipped classroom model. In order to track it the teacher should have both summative and formative assessments throughout the year.

**Conclusions.** The "flipped classroom" is a pedagogic model, which reverses conventional approaches to teaching and learning. Traditionally in a face-to-face classroom a teacher explains or presents new ideas, and some activities may follow afterwards. However, in a flipped classroom, students explore the material outside the classroom and then spend time with the teacher deepening their knowledge through various activities. The use of flipped classrooms is often associated with technology and a range of media – video, audio or text-based – may be used to present the basic concepts to students. Diagnostic activities such as online self-assessment tests may be used to help motivate students and help them focus on their out-of-class activities. The value of the flipped classroom approach is that the time spent in the classroom is focused on helping students to improve their understanding and learning, rather

than presenting basic information and ideas. The challenge is to ensure that students carry out the learning activity outside the classroom so they are well prepared for their learning experiences with their tutor.

A complete transition from the traditional learning model to the FC model is not simple and will require a lot of attention and great efforts. The provision of high-quality electronic content is a key aspect in, which is sometimes difficult to implement in practice, because the material that is on the Internet is not always suitable for learning. Moreover, the teacher will need to arrange tutorials and answers the questions on homework both online and offline. Nevertheless, FC prepares students for future challenges of being independent, concentrated and self-motivated.

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*"Ніколи шлях до знань не пролягає по шовковистій траві, усіяній ліліями, завжди людині доводиться дертися по голих скелях".*

*Джон Раскін  
англійський письменник*

*"Прагнення до нового – перша потреба людської уяви".*

*Стендаль  
французький письменник*

