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## TRANSFORMATIVE TEACHING: THE FLIPPED CLASSROOM REVOLUTION

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***Abstract.** The advent of technology has revolutionized various aspects of society, including education. This article delves into the concept of flipped classrooms, a pedagogical approach that has gained traction in recent years. Flipping the classroom involves a paradigm shift from traditional, teacher-centered instruction to more student-centric learning experiences. Originating in the 1980s with Militsa Nechkina's proposal, the method gained momentum with Alison King's work emphasizing active learning. The article provides an overview of the flipped classroom method, highlighting its student-centered nature and the role of instructors as facilitators. It explores the application of Bloom's taxonomy in structuring learning activities and underscores the benefits of flipped classrooms in enhancing student engagement and fostering critical thinking skills.*

***Keywords.** Flipped classroom, student engagement, active learning, technology in education, Bloom's taxonomy.*

**Introduction.** Technology has changed the way we do everything, and education is no exception. Flipping the classroom can be as simple or as elaborate as the teacher wants to make it. Low-tech teachers can flip classroom instruction with a simple-made video he or she makes or choose one from shared files. Flipping the classroom represents an on-going paradigmatic shift in education from teacher-centered instructional strategies (e.g., lecturing) to learning-centered instructional strategies (e.g., active student engagement). Flipped learning is an increasingly popular pedagogy in secondary and higher education. Students in the flipped classroom view digitized or online lectures as pre-class homework, then spend in-class time engaged in active learning experiences such as discussions, peer teaching, presentations, projects, problem solving, computations, and group activities.

#### Flipped Classroom Teaching Method

Using effective methods while teaching is very important, and the Flipped Classroom is one of these valuable methods. A flipped classroom is an instructional strategy and a type of blended learning that aims to increase student engagement and learning by having pupils complete readings at home and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom.

#### History

Militsa Nechkina, a member of Academy of Pedagogical Sciences, first proposed the flipped classroom model in 1984. In the 1980s and 1990s, teachers in Russia tried this instructional strategy. “Let pupils extract new things from the autonomous reading of a textbook that has been created accordingly. Allow them to consider it, then discuss it with their teacher at school and come to a united conclusion.” Nechkina wrote of the flipped classroom.

In 1993, Alison King published “From Sage on the Stage to Guide on the Side,” in which she focuses on the importance of the use of class time for the construction of meaning rather than information transmission. While not directly illustrating the concept of “flipping” a classroom, King’s work is often cited as an impetus for an inversion to allow for an educational space for active learning.

#### Overview of the Flipped Classroom Method

A flipped classroom is also known as a student-centered approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator to motivate, guide, and give feedback on students’ performance (Sams & Bergmann, 2012). Hence, by applying the flipped classroom approach to teaching and learning activities, the instructor can move the traditional lecturer’s talk to video, and the students can listen to the lectures anywhere outside of class. The flipped classroom allows students to watch the video according to their preferred time and need, and they can study at their own pace; this type of activity also increases students’ collaborative learning in distance education outside the class. Thus, by flipping the class, the students will not spend so much time listening to long lectures in the classroom but will have more time to solve problems individually or collaboratively through distance learning with peers. The study of flipped classrooms was based on Bloom’s revised taxonomy of cognitive domains. This taxonomy provides six levels of learning. The explanation is arranged from the lowest level to the highest level:

**Remembering:** in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned.

**Understanding:** the students try to demonstrate their understanding, interpret the information, and summarize what they have learned.

**Applying:** the students practice what they have learned or apply knowledge to the actual situation.

**Analyzing:** the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary. The

students obtain new knowledge and ideas after implementing critical thinking or a debate in group activities. At this level of learning, the students also produce creative thinking.

In implementing a flipped classroom, remembering and understanding, the lowest levels of cognitive domain, are practiced outside the class hour (Krathwohl & Anderson, 2010). While in the classroom, the learners focused on higher forms of cognitive work, including applying, analyzing, evaluating, and creating. The following Figure 1 illustrates the level of students' learning in flipped learning according to Bloom's revised taxonomy.

Studies suggest that not only does the flipped classroom model aid student understanding of course material better, but it also helps develop valuable life skills like leadership, problem solving, and critical thinking.

### **Conclusion**

There is no one perfect method. Every method and approach has its own pros and cons. However, each method could be effective when it is used at the right time and in the right way. So every teacher should know when to use the right method. When it comes to the flipped classroom method, this method has shown to be a promising approach for enhancing student engagement, improving learning outcomes, and promoting active learning in educational settings. By shifting the traditional model of instruction to one where students engage with content outside of class and participate in more interactive activities during class time, the flipped classroom method has the potential to transform the way we teach and learn.

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## INNOVATIVE EDUCATIONAL TECHNOLOGIES FOR TEACHING OF FOREIGN LANGUAGES

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***Annotation.** This article is about the development of reading skills of learning languages, as well as the stages of learning reading skills that contribute to their development. The article also provides useful tips for English language teachers to improve their reading skills.*

***Key words:** innovative, educational technology, computer-assisted, communication technologies, critical thinking.*

Innovative educational technology might represent a completely new way of teaching or it can reflect a better way to use an existing teaching tool.

In recent years, new innovation technologies are used more often in secondary schools. It's not just new means of technologies but also new forms and methods of teaching, a new approach to the process of learning. The main purpose of language teaching is focused on developing communicative culture of students, teaching in the practical mastery of English language.

**Reading and writing for critical thinking.**