Form, Method, Means of Using Flipped Classroom

Kayimova Shakhzoda [1]

[1] 2-stage graduate of the Bukhara State Pedagogical Institute of pedagogy and psychology

Abstract: this article provides information on the use of modern media in education, the five most convenient methods when using the Flipped Classroom model. In addition, the positive aspects of each method are covered in detail. As well as an analysis and development of results on the work" improving the intellectual potential of students through the use of modern information technologies (on the example of the Flipped Classroom model)".

Keywords: screen and Video Recorder, video Editor, caption, Video Library, BBB method, LMS, experience, control group, lower, middle, upper.

In today's age of rapidly developing technology, it is difficult to find a single area where technology and technology have not penetrated. There is a growing field that feels extensional to computers and telecommunications tools. The field of education today is also huge in extension to new educational technologies and programs that are developing, and at the same time we can make an example of one such program, the Flipped Classroom. Modern education is difficult to imagine without multimedia technology, which allows you to use text, graphics, video and animation in an interactive mode, thereby expanding the scope of the computer in the educational process. In the field of education, it assumes the use of specific techniques in the application of this model. For the Flipped Classroom model, below we will explore five different basic technologies and modern techniques.

Method 1. Screen and video recorder

The screen and video recorder can make it easier to create asynchronous learning materials that mimic a traditional classroom experience. Record lecture slides, a display on the screen, or anything else you can display on the screen, and simultaneously take supporting videos in webcam video (just like in class). By recording on-screen with Facecam video, students will not only show all the details they usually see in person, but will also engage your students in learning through eye contact and other non-verbal cues. Flipped class technology primarily uses Panopto video and Screen Recorder.

Tip to take flipped lessons using the screen and video recorder method: videos on demand for the reverse class do not have to be as long as the usual lecture. Try to record shorter video lessons (optimal 8-15 minutes) that go deeper into certain concepts and interest students throughout the course.

Method 2. Video Editor with quiz or query capabilities

With a Video editor, you can enrich your presentations and classes to deliver professional quality on-demand learning content in no time. Take fewer photos, update and modify content from existing videos, enrich your recordings with additional content, and add interactive tests, queries, questionnaire questions, as well as various techniques to your videos to reinforce basic concepts while keeping readers fully interested.

At the same time you can try the BBB method, with this method you will have information about what students are interested in, what they have fully mastered and what they want to know, and using it you can change your content for the next lessons to be more bizarrely and more perfect. This definitely shows a significant impact on the increase in the quality of Education.

Tip: use the Panopto free screen and video recorder to take pictures for a long time - if you are confused or want to present part of the lesson again, just pause and relax for a short time before starting again, putting your thoughts in order. Once you're done recording, you can upload your lesson to the module and cut out parts you don't want to get flawless video using the built-in video editor.

Method 3. Video caption writing method

Captioning turned videos in the classroom not only makes synchronous educational content more accessible, but also supports understanding and preservation for all students, including those who do not speak the language in which the lesson is taking place. That is, it is possible to master the lesson by translating the saved captions.

If you cannot use subtitle services through your school, artificial intelligence-based captions technology allows you to quickly record videos with human-edited captions, corresponding to 508 standards.

Method tip: upload your notes to the module and automatically create captions for each video. Select "captions" from the menu to the left of the Panopto video editor and select the "import automatic titles" item from the drop-down menu. Once the captions created by the machine are complete, you can edit them to ensure 100% accuracy by clicking on the Text Line and inserting a correction, as shown above.

Method 4. Secure video library method

Teachers who are just starting their studies sometimes turn to public websites such as YouTube or Google Drive to store and share course videos. Using mass-sharing sites for turned-class content not only reduces your intellectual property ownership and control, but also incorporates advertising and often inappropriate video content into the virtual learning environment. In addition, these create an inappropriate experience for students, making it difficult to find and review videos.

Video management technology allows you to store and share your course videos in a private, searchable video library without any creative and intellectual rights violations. Panopto's video management system is designed to protect video content and make it easier to share videos with your target audience. And with the industry's best video search technology, Panopto also creates a great virtual learning environment for students who can find and view course videos from anywhere, from any device, at any time, without downloading any special software or applications.

Flipped class technology is a secure video library for videos on demand.

Flip Tip: Use video conferencing technology to record live, synchronous class sessions and then upload recordings to your video library. Students can instantly find special conversations taken in video conference records through a simple search and review what has been discussed to deepen their learning and prepare for exams.

In addition, any student who has missed a live session or even part of it will never miss a class again but will be able to re-master and strengthen them at the time they want.

Method 5. Education Management System Method

The education management system of your school (LMS – comes from the abbreviation formed from the English phrase "education management system" means "Education Management System".) play an important role in creating a successful learning environment. In addition to being a focal point for course content and communications, LMS is an important technology for synchronous discussions and student collaboration in a virtual learning environment. The LMS may also provide information to help identify students who are doing their studies or are at risk of failing to complete the course.

Tips for this method: save converted class videos on demand in the video management system, then copy and paste the paste code for your videos into LMS. Students can easily find and watch their asynchronous learning resources in the same place for all the communication and content related to the course - simply by clicking the "play" button. And you will not encounter any obstacles to loading and sharing large volumes of video files through LMS.

Each of the five types of classroom methods of the above Flipped Classroom model has its own unique irreplaceable styles. Also, the use of each method serves to undoubtedly increase the quality of the lesson.

I conducted my flipped Classroom experimental test lesson using a video editor method with quiz or query capabilities. At the end of my lesson presentation in my experimental test, I used the questionnaire survey method and compiled a questionnaire questionnaire for students, consisting of ten questions.

In each of my questions, I tried to find answers to the question of to what extent I was able to bring to the students a topic, whether I was able to go through a lesson that would serve to increase their level of knowledge in a small way, expanding their circle of thinking.

And to find out the effectiveness of my work, I received the same questionnaire from the group where the lesson was not taken, and named the group where the lesson was taken as an "experimental group", and the group where the lesson was not taken as a "control group".

I also developed an assessment criterion based on the degree to which the content of my questions was answered. According to him, I divided into upper, middle, lower level. I also analyzed the answers according to this criterion by evaluating them.

	Experimental group			Control group		
General Assembly	34	136	70	79	111	50

24 students were presented with a questionnaire on the topic. The survey consists of 10 questions, each question was evaluated by Criterion with an upper, middle, lower, making up 100% of the total.

We calculate the results obtained from Control and experimental groups in percentage terms.

$$\eta = \frac{\varphi}{\varphi_{um}} \cdot 100\%$$

We use this formula to produce the result.

η - a healthy working mood.

φ - accumulated points

φ_{um} - total score

	Experimental group	Control group
High	$\eta = \frac{\varphi}{\varphi_{um}} \cdot 100\% = \frac{70}{240} \cdot 100\% =$	$\eta = \frac{\varphi}{\varphi_{um}} \cdot 100\% = \frac{50}{240} \cdot 100\% = 20{,}8\%$
Middle	$\eta = \frac{\varphi}{\varphi_{um}} \cdot 100\% = \frac{136}{240} \cdot 100\% =$	$\eta = \frac{\varphi}{\varphi_{um}} \cdot 100\% = \frac{111}{240} \cdot 100\% = 46{,}2\%$
lower	$\eta = \frac{\varphi}{\varphi_{um}} \cdot 100\% = \frac{34}{240} \cdot 100\% =$	$\eta = \frac{\varphi}{\varphi_{um}} \cdot 100\% = \frac{79}{240} \cdot 100\% = 33\%$

In our experimental group, we use the below formula to find out what we have achieved with respect to the control group.
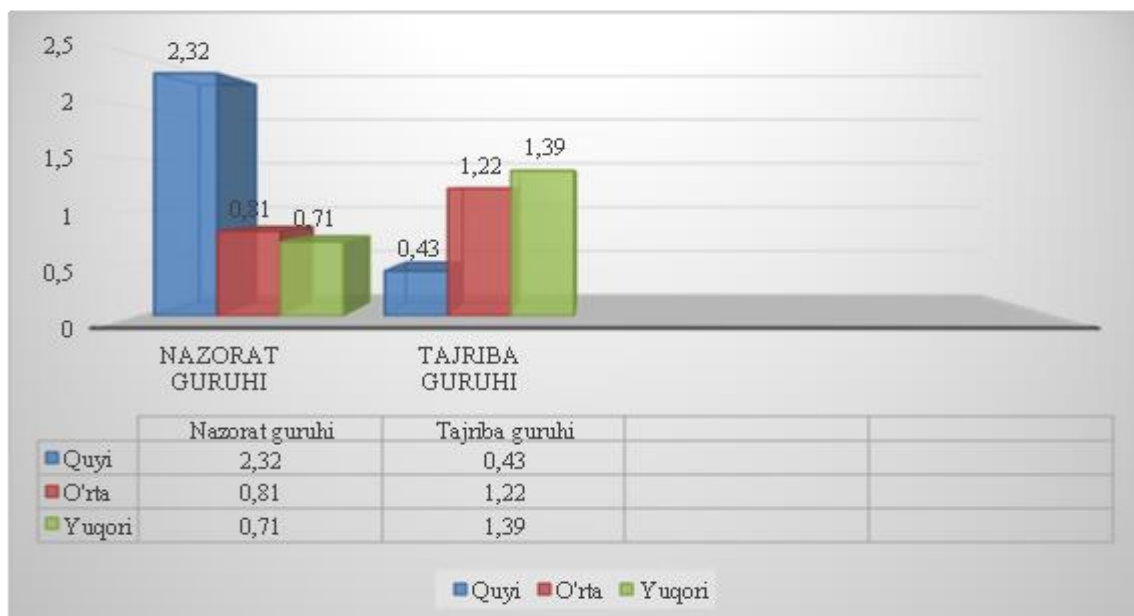
$$\eta = \frac{\varphi}{\varphi}$$

η - a healthy working mood.

φ - resulting result

	Control group	Experimental group
High	$\eta = \dfrac{\varphi}{\varphi} = \dfrac{29{,}1}{20{,}8} = 1{,}39$	$\eta = \dfrac{\varphi}{\varphi} = \dfrac{20{,}8}{29{,}1} = 0{,}71$
Middle	$\eta = \dfrac{\varphi}{\varphi} = \dfrac{56{,}7}{46{,}2} = 1{,}22$	$\eta = \dfrac{\varphi}{\varphi} = \dfrac{46{,}2}{56{,}7} = 0{,}81$
Lower	$\eta = \dfrac{\varphi}{\varphi} = \dfrac{14{,}2}{33} = 0{,}43$	$\eta = \dfrac{\varphi}{\varphi} = \dfrac{33}{14{,}2} = 2{,}32$

This table showed the reciprocal ratios of the results that were experimented with and obtained from the control group.

	Nazorat guruhi	Tajriba guruhi		
Quyi	2,32	0,43		
O'rta	0,81	1,22		
Yuqori	0,71	1,39		

These results can be compared with the result achieved by quoting the diagram. In the experimental group with respect to the control group, as manifested in this diagram, the indicator of lower results achieved a decrease from 2.32 to 0.43 indicators. We can observe that in the control group for the Middle results indicator, the indicator rose from 0.81 to 1.22 in the experimental group, in the control group for high results, it rose from 0.71 to 1.39 in the experimental group. It is evident from this that we can increase efficiency by applying the Flipped Classroom model in education.

Conclusion: Using the Flipped Classroom model, almost the entire lesson can be conducted when we take a class session with conversational practice and higher cognitive tasks, which usually have to be reduced to avoid disrupting class time. With this approach, you can talk and listen to everyone. Above are presented methods that are of great importance in further improving the effectiveness of the educational process, as well as an analysis of the results achieved by their application.

LITERATURE USED:

1. «Aralashtirilgan ta''limning 6 modeli». DreamBox.(2014-11-25).

2. Martin, Margi , «Gibrid onlayn model: Yaxshi amaliyot» (2003).

3. www.e-darslar.net- O'zbek Internet foydalanuvchilari uchun onlayn, elektron darslar portali.

4. www.Intuit.ru- Rossiya Axborot Texnologiyalari Internet universitetining bepul o'qish kurslari

5. Strauss, Valeriya (2012 yil 22 sentyabr). «Aralashtirilgan ta'limdan uchta qo'rquv». Washington Post.

6. A.R. Maraximov, S.I.Raxmonqulova «Internet va undan foydalanish asoslari» Toshkent, 2001 yil.

7. M.Fayziyeva "Flipped learning va uning ta"lim jarayoniga amaliy tatbiqi" 2017. Pedagogika 1-son,e-mail: muattar.murodaliyeva@mail.ru

8. Lug'at. [Elektron resurs]. Kirish rejimi: /http://www.glossary.ru/cgibin/gl_sch2.cgi?RIttuig.outt:l!yl/ (kirish 01.07.2018).