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The Use of the Technology "Flipped Classroom" for Teaching Sociocultural Competence of Spanish Language to the Students of Universities of Uzbekistan

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Abstract: This scientific article explores the use of Flipped Classroom technology for teaching socio-cultural competence in Spanish to students of universities of Uzbekistan. The author proposes an alternative approach to the study of the socio-cultural aspect of the Spanish language, based on the preliminary study of theoretical material outside the classroom and conducting active and interactive lessons in the classroom. The advantages of using Flipped Classroom technology and its role in the development of students' socio-cultural competence, such as intercultural understanding, communication skills and adaptability, was discussed in the article. In addition, the factors that should be considered when implementing this approach are considered. The author offers practical recommendations for the development of educational materials and the organization of the educational process based on Flipped Classroom technology.

Key words: sociocultural competence, Spanish language, Flipped Classroom technology, intercultural understanding, intercultural communication.

In the modern educational context, it is important to consider the needs of students and provide them with opportunities to develop the competencies necessary for successful adaptation in an intercultural and global environment. One of these competencies is socio-cultural competence or understanding and ability to interact with representatives of other cultures.

However, the training of socio-cultural competence can present challenges, especially when learning a foreign language, such as Spanish in universities in Uzbekistan. Traditional teaching methods may not be effective enough to achieve this competence due to the orientation towards teaching materials and formal language rules. Therefore, it is important to look for new approaches and technologies that contribute to a deeper and more practical study of the socio-cultural aspects of the Spanish language.

Recently, the pedagogical technology of the Flipped Classroom (sometimes called the reverse classroom) has attracted more and more attention in education. This innovative technique reverses the traditional model of teaching, in which the theoretical material is presented in lectures, and practical tasks are performed outside the classroom. In the Flipped Classroom, students are given access to pre-recorded video tutorials and materials for self-study of theoretical material before class, and active and interactive lessons aimed at the practical application of knowledge are conducted in the classroom.

Considering the peculiarities of studying socio-cultural competence based on the Spanish language in universities of Uzbekistan, the use of Flipped Classroom technology can provide unique opportunities for more effective development of this competence. Preliminary study of theoretical material through video tutorials and other resources will allow students to gain basic knowledge about the culture and language of Spanish-speaking countries. Then, in the classroom, the teacher will have the opportunity to conduct active lessons, including discussions, role-playing games, project activities and other forms that will allow students to practice socio-cultural skills, communicate in Spanish and expand their cultural understanding.

The purpose of this scientific article is to investigate the use of Flipped Classroom technology for teaching socio-cultural competence of students of universities of Uzbekistan in Spanish.

In the flipped classroom (or overturned lesson) pedagogical model, the traditional elements of the lesson are applied in a "reverse" way. The materials for the lesson are studied at home before the lesson, while the practical and reinforcement-oriented exercises are performed during the lesson [Alvarez, 2011]. In such activities, the focus is on the student. Their goal is for students to actively participate in classes as well as learn qurama, which implies independent learning during their time outside of classes.

Sams and Bergmann, the chemistry teachers from the United States, were the founders of this type of education, creating a new educational approach aimed at the effective use of new technologies in order to encourage independent learning of students. According to this model, the teachers record their lessons on video, which consist of their own voice, other video materials, tables and images, and in the classroom, acting in the role of a facilitator and guide manager, encourage students to participate in the lesson and to individually research and collaborate and gain knowledge during self-assessment.

Globally, the number of higher education institutions using the flipped classroom model is increasing from year to year. According to the plan of Bologna, based learning in practices, digital methodologies and constructive education is proposed instead of transmissive (transmitting) models of education [Aguirre 2018, 119].

The purpose of such changes came from the need to provide educational content to students who, for certain reasons, could not attend the lesson. With Software, teachers videotaped classes and made them available to students in their online space. Students who do not come to class will see these materials and master the topics covered during their absence. In such a way, students who participate in the lesson also do this in order to assess and strengthen the topic studied in the lesson.

The authors of this approach gave it the name "the overturned classroom" (flipped classroom), creating an innovative model of Education under the slogan "homework in class, lectures at home", as well as changing traditional education. The topic of the lesson is explained before the lesson through lecture videos created by teachers. In the classroom, however, students only do hands-on activities, do home tasks, consolidate their knowledge, participate in projects through controversies or group work. IT is used as a learning tool, while the teacher guides the student in an interactive learning environment [Sams, Bergmann, 2012].

Within the framework of this approach, the loss of the role of the teacher to be the only source of knowledge is not provided for negative connotations, but rather, through the role of the administrator, the educator becomes flexible, since it is the teacher who directs students in order to obtain deeper knowledge by combining information of different content with the help of tools such as videos, social networks or applications for the purpose of obtaining accurate information, combining information in the content of the type of assistance [Campion, Bergmann, 2018, p.19].

This type of education was promoted in recent years with the aim of rational use of time in the cross section of various disciplines and stages of education. According to some studies [Anderson, Kratwohl, 2001], the objectives of the learning process outlined in Blum taxonomy, such as remembering, understanding and acting, are carried out by the student independently at home, while the other three levels, such as analysis, evaluation and creation, are carried out in the classroom.

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Through the Flipped classroom model, the student can learn anywhere, not limited to educational institutions [Touron, Santiago, Diez, 2014, 14].

According to Aguirre [Aguirre, 2018, 118], the game-based flipped classroom may include a variety of didactic methodologies covering IT-enabled content for extracurricular learning. In this case, the application of this content in practice is carried out in the lesson through contextual learning, design, cooperation. This approach adapts to the individual differences of students as well as their learning needs. In this, the most capable students present themselves as agile, attentive and meticulous, while other students need more time or effort and individualized treatment. In this way, "gifted" students can independently gain other knowledge, not spending time repeating the material they have already learned.

Given the above, flipped classroom integration has advantages over:

✓ individualized treatment of students taking into account different learning styles and speeds;

✓ saving time by teachers and students;

✓ interactive cooperation between teacher and students as well as individualized communication;

✓ active participation of the student in the lesson;

✓ independent learning and teamwork skills development;

✓ learning through games-based projects.

Reviewing research in this area, the benefits of the Flipped classroom approach have been identified as part of the foreign language study:

➢ helps students achieve better learning outcomes, form a positive attitude towards learning experience, and give more enthusiasm to the learning process [Hung, 2015];

➢ forms a communicative learning environment aimed at the student [Mehrring, 2016];

➢ develops writing skills in the language being studied [Engin, 2014];

➢ contextual learning and teamwork includes games and other techniques based on skill-building acts [Aguirre, 2018, p.119].

Bergmann [Bergmann, 2012] notes that all education among teachers and students has shown a passion for a new model called the flipped classroom or flipped learning at all stages. This model has five main distinctive features:

✓ does not enter the ranks of static approaches;

✓ develops thanks to innovation and technology in the educational process;

✓ is an international trend in education;

✓ gives teachers a variety of opportunities;

✓ student-oriented strategy.

However, as part of the study of Spanish as a foreign language, there is very little scientific work on the integration of the flipped classroom model, so a wide area has been opened for the empirical study of researchers in this area.

The "Flipped Classroom" model is an active learning method in which students familiarize themselves with pre-class information and use class time to actively work on assignments that require a high level of thinking [Gokce Erbil 2020]. This approach is especially useful for the study of socio-cultural content, as it allows students to actively interact with materials and intercultural aspects of Spanish, as well as promote their linguistic and cultural competencies [Boehling, Bredow 2021].

Elaborated practical recommendations for using the "Flipped Classroom" model include the following steps:

➢ Preparation of materials: the teacher must create or select relevant teaching materials such as video, audio recordings, texts and interactive assignments in Spanish. These materials are used by students to get acquainted in advance before class.

➢ Access to materials: the teacher must provide students with access to the initial materials, for example by placing them on an online platform or distributing them by email.

➢ Pre-learning: students must be organized in such a way that they have enough time to familiarize themselves with the materials before class. This can be done by setting deadlines or giving enough time between sessions.

➢ Classroom training: during the classes, the teacher can conduct group work, discussions, projects or other activities related to the study of socio-cultural content in Spanish. In this way, students are allowed to apply their acquired knowledge, discuss, ask questions and communicate with each other.

➢ Assessment and feedback: the teacher must develop an assessment system and provide students with feedback on their work. Such training will help students to track their progress and improve their skills.

In order to successfully implement the Flipped Classroom model in universities of Uzbekistan, it is recommended to adopt the following practical recommendations:

➢ Creating a need for students to interact with pre-recorded material. This can be achieved by asking questions, holding discussions, or by assigning assignments based on previously studied material [https://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller].

➢ The use of attractive pedagogical models. The inclusion of interactive elements, scenarios, games and group projects will help students actively participate in their studies and delve deeper into the topic under study.

➢ Taking into account the necessary technical base. Ensuring the use of computers, the Internet and other necessary technical means allows students to effectively study pre-prepared materials and use digital tools to actively participate in the classroom.

➢ Conduct reflexive activities. Giving students the opportunity to discuss and analyze the material studied, share their thoughts and impressions will help them better assimilate new information and develop critical thinking.

➢ Provide dedicated time and space for learning. Clear lesson planning and organization allows students to make the most of their class time and to get the most out of the possibilities of the Flipped Classroom model [Urfa, 2018].

The use of the Flipped Classroom model in the learning process helps students develop language and cultural competencies, as well as actively engaging them in the study of the Spanish language and intercultural aspects [https://bokcenter.harvard.edu/flipped-classrooms].

Along with the traditional learning model, the use of Flipped Classroom technology for the development of socio-cultural competence of Uzbek university students in Spanish can have a number of advantages and lead to deeper and more effective learning. Preliminary study of theoretical material outside the classroom allows students to pay attention to the basic concepts, terms and information related to Spanish culture, and to realize their contextual features.

One of the advantages of this approach is the ability of students to assimilate information at their own pace, revise video tutorials and repeatedly return to materials for a better understanding. This is especially useful for students with different learning rates and different levels and study preferences. Students often experience stress while listening to lectures and taking notes, their understanding may be limited due to the very fast pace of teaching and insufficient time to process information. Using Flipped Classroom technology allows you to overcome these limitations and provide students with more freedom and flexibility in learning.

In addition, in the classroom, the teacher can focus on the active and practical use of knowledge. Students can discuss and analyze materials, participate in role-playing games or project activities based on Spanish culture and social practice. This contributes to the activation of thinking, the development of critical thinking, communication skills, cooperation and adaptability.

It is also worth noting that the use of Flipped Classroom technology allows teachers to better monitor and evaluate the progress of students. They can monitor students' work, analyze their performance and include feedback in the process, which contributes to deeper and more focused learning.

However, when implementing the Flipped Classroom approach, some factors must be taken into account. Firstly, the availability of technology and Internet connection. Although Internet access is now becoming more widespread, there are students who may face problems accessing materials or interactive resources. Secondly, it is necessary to competently organize the time and structure of classes so that students can effectively use the previously studied material and actively participate in classroom classes.

In conclusion, the use of Flipped Classroom technology for teaching socio-cultural competence of students of universities of Uzbekistan in Spanish represents a great potential for more effective and interesting learning. This allows students to delve deeper into Spanish culture and social practice, develop intercultural skills and actively participate in practical tasks. This approach promotes more comprehensive learning and the formation of skills that are in demand in intercultural communication and the global world.

The organization of the educational process based on Flipped Classroom technology requires proper development of educational materials and competent organization of interaction with students. Here are some practical recommendations for the development of educational materials and the organization of the educational process based on Flipped Classroom technology:

1. Creating high-quality video tutorials: Develop short video tutorials that contain basic material on the socio-cultural aspect of the Spanish language. Before you start recording, make sure that the content of the video tutorials is clear, structured and interesting. Pay attention to the language part, pronunciation and high quality of visual materials.

2. Providing links to additional material: Include in the video tutorials links to additional reference materials, articles or sources that may interest students and help them deepen their knowledge of Spanish culture and socio-cultural context.

3. Creating interactive tasks: Offer tasks that require active participation of students and the application of knowledge in a practical context. This may be performing exercises to understand video tutorials, tasks for analyzing and discussing materials, implementing projects or role-playing games related to the socio-cultural aspect of the Spanish language.

4. Organization of interactive classes: In addition to video lessons, conduct active and interactive classes in the classroom, such as discussions, group projects, role-playing games or simulations, where students will be able to apply their knowledge and skills in practical situations of a socio-cultural context.

5. Feedback Support: Provide regular feedback to students regarding their progress and performance, provide specific recommendations for improvement, and answer questions and provide support.

6. Creating a collaborative environment: Encourage collaboration and interaction between students. Integrate elements of group work, discussion and exchange of ideas so that students can learn together and enrich each other with their knowledge and experience.

7. Assessment of material development and progress: Develop evaluation criteria that take into account not only knowledge and understanding of the socio-cultural aspects of the Spanish language, but also the development of communication skills, critical thinking and intercultural understanding. Evaluate students' progress through classroom participation, assignments and projects, as well as through oral or written exams.

In general, the development of educational materials and the organization of the educational process based on Flipped Classroom technology requires a competent approach and planning. However, this technique can provide students with opportunities for deeper and more active study of socio-cultural competence in Spanish, as well as the development of key skills necessary for successful intercultural communication.

In our opinion, the introduction of the Flipped Classroom model in Uzbek universities allows teachers to effectively integrate this model into the educational process and achieve good results in the development of language and cultural competencies of students, and also helps students to actively interact with materials and intercultural aspects of the Spanish language, and increases their interest and motivation for learning.

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