



THE FLIPPED CLASSROOM AS A TOOL FOR DEVELOPING SELF-DIRECTED METHODOLOGICAL TRAINING.

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Annotation: The article examines the flipped classroom model as an innovative approach to fostering self-directed methodological training among students. It highlights the benefits of reversing traditional teaching, where learners engage with instructional content independently before participating in interactive classroom activities. The study emphasizes how this model enhances critical thinking, autonomy, and practical problem-solving skills. Additionally, it discusses the challenges and strategies for implementing the flipped classroom effectively in methodological training, aiming to prepare students for lifelong learning and professional competence.

Keywords: Flipped classroom, self-directed learning, methodological training, active learning, student autonomy, instructional innovation, educational technology.

Аннотация: Статья рассматривает модель перевёрнутого класса как инновационный подход к развитию самостоятельной методической подготовки студентов. В работе подчёркиваются преимущества изменения традиционного обучения, когда учащиеся самостоятельно знакомятся с учебным материалом до участия в интерактивных занятиях. Исследование акцентирует внимание на том, как эта модель способствует развитию критического мышления, автономии и практических навыков решения проблем. Кроме того, обсуждаются трудности и стратегии эффективного внедрения перевёрнутого класса в методическую подготовку с целью



подготовки студентов к непрерывному обучению и профессиональной компетентности.

Ключевые слова: Перевёрнутый класс, самостоятельное обучение, методическая подготовка, активное обучение, автономия студентов, инновации в обучении, образовательные технологии.

Annotatsiya: Maqola “O‘qitishni teskari model” (flipped classroom) sifatida tanilgan innovatsion yondashuvni mustaqil metodik tayyorgarlikni rivojlantirish vositasi sifatida tahlil qiladi. An’anaviy ta’lim usulini teskari tartibda tashkil qilish orqali talabalarga darsdan oldin mustaqil ravishda ma’lumotlar bilan ishlash imkoniyati yaratiladi, sinfda esa interaktiv mashg‘ulotlar orqali bilimlarni amaliy qo‘llash ta’minlanadi. Ushbu yondashuv tanqidiy fikrlash, mustaqillik va amaliy masalalarini hal etish ko‘nikmalarini oshiradi. Shuningdek, maqolada flipped classroom modelini metodik tayyorgarlik jarayonida samarali qo‘llashning qiyinchiliklari va strategiyalari ko‘rib chiqilgan.

Kalit so‘zlar: Teskari dars (flipped classroom), mustaqil o‘qish, metodik tayyorgarlik, faol o‘qitish, talaba mustaqilligi, ta’limda innovatsiya, ta’lim texnologiyalari.

Introduction. The flipped classroom has emerged as a transformative approach in contemporary education, reshaping traditional methods of instruction and empowering students to take charge of their learning process. Unlike conventional classrooms where instruction occurs during class time and assignments are completed independently at home, the flipped classroom reverses this paradigm, encouraging learners to engage with instructional content prior to the class session.

Methods. This approach allows students to interact with materials such as video lectures, readings, and online modules at their own pace, ensuring that foundational knowledge is acquired outside the classroom. By the time learners enter the classroom, they are prepared to participate in discussions, collaborative activities, and problem-solving exercises, transforming the classroom into an active



learning environment. This method is particularly effective for methodological training, which requires not only theoretical understanding but also the ability to apply concepts, analyze scenarios, and make informed decisions independently. Through self-directed engagement with content, students cultivate autonomy, critical thinking, and problem-solving skills, which are essential for professional development in various fields of study. [1]

One of the primary benefits of the flipped classroom in methodological training is its ability to promote self-directed learning. Students are given responsibility for engaging with content before class, which encourages them to develop strategies for time management, note-taking, and critical reflection. They learn to identify gaps in their knowledge, seek additional resources, and evaluate information effectively. This process mirrors the competencies required in real-world professional environments, where individuals must independently analyze information and make decisions based on their understanding. In addition, by freeing up classroom time from passive lecture delivery, instructors can focus on facilitating discussions, providing feedback, and guiding learners through complex tasks. This shift allows for personalized instruction and adaptive teaching, addressing the diverse needs of students with varying levels of prior knowledge and learning styles. The flipped classroom thus creates a learner-centered environment where students are active participants in their educational journey rather than passive recipients of information. [2]

Another significant advantage of the flipped classroom is the enhancement of critical thinking skills. By engaging with material independently before class, students have the opportunity to reflect on the content, formulate questions, and connect new knowledge with their existing understanding. In-class activities can then be designed to challenge learners to apply concepts to practical situations, analyze problems from multiple perspectives, and collaboratively develop solutions. For methodological training, this approach is particularly beneficial because it



emphasizes the application of theory in practice. Students are encouraged to design experiments, evaluate teaching strategies, and reflect on the effectiveness of different methodological approaches. This active engagement not only solidifies understanding but also fosters a sense of ownership over the learning process, motivating students to take initiative in exploring topics in greater depth. [3]

Results. The integration of technology is a core element of the flipped classroom model. Digital platforms, video lectures, interactive modules, and online discussion forums serve as tools to support pre-class learning and facilitate ongoing engagement. These resources provide students with flexible access to information, allowing them to revisit challenging concepts and pace their learning according to individual needs. In the context of methodological training, technology can be used to simulate classroom scenarios, present case studies, and provide interactive exercises that mirror real-world challenges. Additionally, digital tools enable instructors to track student progress, monitor engagement with materials, and identify areas where learners may require additional support. This data-driven approach enhances the effectiveness of teaching by allowing educators to make informed decisions about instructional strategies and tailor learning experiences to meet student needs.

Collaboration is another critical component of the flipped classroom that supports self-directed methodological training. During in-class sessions, students engage in group discussions, peer reviews, and collaborative problem-solving exercises that encourage the exchange of ideas and perspectives. These interactions not only enhance understanding but also develop communication, teamwork, and interpersonal skills, which are essential for professional practice. In methodological training, collaborative activities can include designing lesson plans, analyzing case studies, conducting mock teaching sessions, and providing constructive feedback to peers. Such exercises cultivate reflective practice and critical evaluation, enabling students to internalize methodological principles and adapt them effectively in



diverse contexts. By fostering a culture of collaboration, the flipped classroom prepares learners to operate effectively in professional environments that demand cooperation, adaptability, and continuous learning.

Despite the numerous benefits, implementing a flipped classroom also presents certain challenges. One of the main obstacles is ensuring that students consistently engage with pre-class materials. Without adequate preparation, learners may struggle to participate meaningfully in classroom activities, reducing the overall effectiveness of the approach. Instructors must therefore employ strategies to motivate and monitor engagement, such as integrating formative assessments, setting clear expectations, and providing timely feedback. Additionally, creating high-quality instructional content requires significant time and effort from educators, including recording video lectures, designing interactive materials, and curating supplementary resources. Technical issues, access to digital devices, and varying levels of digital literacy among students can also impact the success of the flipped classroom. Addressing these challenges requires careful planning, ongoing support, and a commitment to adapting teaching practices to meet the evolving needs of learners. [4]

Discussion. The flipped classroom model also encourages the development of metacognitive skills, which are critical for self-directed methodological training. Students are prompted to reflect on their own learning processes, assess their understanding, and make adjustments to improve comprehension and performance. This metacognitive awareness enhances problem-solving abilities and fosters lifelong learning habits, equipping students with the skills needed to navigate complex professional environments. By promoting reflection and self-assessment, the flipped classroom supports continuous improvement and personal growth, reinforcing the importance of self-directed learning in educational and professional contexts.



Furthermore, the flexibility of the flipped classroom allows for differentiated instruction tailored to individual student needs. Learners can access materials at their own pace, revisit challenging concepts, and engage with content in formats that suit their learning preferences. This adaptability is particularly valuable in methodological training, where students may have diverse levels of prior experience and understanding. Instructors can design varied in-class activities to accommodate different learning styles, provide targeted support, and foster inclusive learning environments. By aligning instructional strategies with student needs, the flipped classroom enhances engagement, motivation, and overall learning outcomes. [5]

Conclusion. The flipped classroom represents a powerful tool for developing self-directed methodological training by promoting autonomy, critical thinking, collaboration, and metacognitive awareness. This model shifts the focus from passive reception of information to active engagement with content, enabling students to take responsibility for their learning and apply knowledge in practical contexts. The integration of technology, combined with thoughtful instructional design, facilitates flexible, personalized, and effective learning experiences. While challenges such as student engagement, content creation, and technical issues exist, they can be mitigated through careful planning, support, and continuous adaptation. Ultimately, the flipped classroom prepares learners for lifelong learning and professional competence, equipping them with the skills necessary to navigate complex, dynamic, and evolving educational and professional landscapes. By fostering self-directed learning, critical reflection, and collaborative problem-solving, the flipped classroom not only enhances methodological training but also contributes to the development of independent, motivated, and capable professionals ready to meet the demands of the twenty-first century.



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