

**FROM GENERAL ENGLISH TO ESP: IMPLICATIONS OF THE
FLIPPED CLASSROOM MODEL***Begizova Madina**Senior Teacher, UzSWLU***Abstract**

The article reviews empirical studies on the implementation of the flipped classroom model in general English teaching. Its aim is to identify the main pedagogical outcomes, advantages, and limitations reported in previous research and to consider their implications for English for Specific Purposes (ESP) instruction. The review shows that the flipped classroom generally increases learner engagement, communicative practice, and learner autonomy, although some methodological and technical challenges remain. It is suggested that these positive effects may also be applicable to ESP contexts with appropriate methodological adaptation, but further empirical research is needed to confirm this assumption.

Key words: flipped classroom, English language teaching, English for Specific Purposes (ESP), learner engagement, learner autonomy, communicative practice, pedagogical outcomes.

Annotatsia

Maqolada umumiy ingliz tilini o'qitishda teskari sinf modelini joriy etish bo'yicha empirik tadqiqotlar ko'rib chiqiladi. Uning maqsadi avvalgi tadqiqotlarda keltirilgan asosiy pedagogik natijalar, afzalliklar va cheklovlarni aniqlash va ularning Maxsus Maqsadlar Uchun Ingliz Tili (ESP) o'qitishga ta'sirini ko'rib chiqishdir. Sharh shuni ko'rsatadiki, teskari sinf odatda o'quvchilarning faolligini, kommunikativ amaliyotni va o'quvchilarning mustaqilligini oshiradi, garchi ba'zi metodologik va texnik qiyinchiliklar saqlanib qolmoqda. Ushbu ijobiy ta'sirlar tegishli metodologik moslashuvga ega ESP kontekstlariga ham qo'llanilishi mumkinligi taxmin qilinmoqda, ammo bu taxminni tasdiqlash uchun qo'shimcha empirik tadqiqotlar zarur.

Kalit so'zlar: teskari sinf, ingliz tilini o'qitish, Maxsus Maqsadlar Uchun Ingliz Tili (ESP), o'quvchilarning faolligi, o'quvchilarning mustaqilligi, kommunikativ amaliyot, pedagogik natijalar.

Instructional approaches that enhance classroom contact and active involvement are necessary for the development of communicative competence in English language training. Due to time restrictions and the focus on material explanation during class sessions, traditional teacher-centered teaching sometimes restricts possibilities for meaningful collaboration. The flipped classroom concept has drawn interest as an alternate teaching strategy in response to these difficulties. By moving direct

instruction outside of the classroom and allocating in-class time for interactive, task-based activities, it reorganizes the learning process. The efficacy of this approach in general English situations has been the subject of several research, but its implications for ESP training have not yet been thoroughly investigated. Therefore, in order to find transferable methodological insights, a rigorous examination of previous research is required. Methodologists like Jonathan Bergmann and Aaron Sams,; Bishop, J. L., and Verleger M. A. popularized the flipped classroom paradigm by reorganizing classroom engagement through video-based learning. Their real-world application showed how technology may be utilized to move the dissemination of knowledge outside of the classroom and make place for more in-depth participation during instruction.

The methodology is based on constructivist learning theory, communicative language teaching, and learner-centered pedagogy. It emphasizes active knowledge construction, collaboration, and increased student responsibility for pre-class preparation. Several recurrent conclusions emerge from an assessment of a few empirical investigations carried out in common English environments. First, following the adoption of the flipped paradigm, researchers regularly report higher levels of classroom involvement. Instead of listening to instructor explanations, students spend more time participating in conversations, group projects, and problem-solving exercises. Second, a number of researches show that learner autonomy has improved. Students take on more responsibility for overseeing their learning. Students take on more responsibility for overseeing their learning process since they must create educational materials ahead of time. Third, empirical data points to increased involvement and motivation. Task-based learning and interactive classroom settings encourage greater engagement. Studies do, however, also point to certain restrictions. These include unequal access to digital technologies, insufficient pre-class preparation by students, and the necessity for careful instructional design. The effectiveness of the model largely depends on teacher competence in creating meaningful pre-class materials and aligning them with in-class activities. Overall, despite methodological differences among studies, the positive pedagogical effects appear repeatedly across various research contexts.

Numerous pedagogical benefits of the flipped classroom paradigm may be found by analyzing empirical data in general English study. These include more engagement, better learner autonomy, and more interaction.

The basic pedagogical principles of the model indicate its potential relevance for ESP training, despite the fact that the majority of studies have been conducted in general English contexts. These principles include active learner engagement, task-based learning, and a focus on meaningful professional communication. Consequently, the methodological advantages demonstrated in general English classrooms may also be applied to ESP instruction, where learners need to develop communicative

competence in specific professional domains. Specifically, professional simulations, case studies, and discipline-specific problem-solving exercises - all essential components of ESP pedagogy - may receive more classroom time under the flipped approach. However, rather than being supported by actual empirical data, this extrapolation is a theoretical assumption based on a review of the literature. Future studies should use experimental or action research approaches to examine the flipped classroom model's efficacy, particularly in ESP settings. Increased communicative practice, learner autonomy, and classroom engagement are just a few of the consistent benefits that the flipped classroom model consistently provides in general English situations, according to the systematic evaluation of published studies. Research also identifies implementation issues pertaining to instructional design, student preparedness, and technology.

Based on the synthesis of existing literature, it may be argued that these positive pedagogical effects have the potential to be transferred to ESP instruction with appropriate contextual adaptation. However, this assumption requires empirical validation. Future studies should focus on implementing and testing the flipped classroom model directly in ESP classrooms to evaluate its impact on professional communicative competence and learning outcomes.

References

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