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FLIPPED CLASSROOM TECHNOLOGY AT ENGLISH SKYPE LESSONS

In 2020, human activity in all spheres, including education, changed significantly. In many countries, including our country, educational institutions were completely or partially closed. Most of the students were transferred to distance learning, so school teachers and university teachers had to change the format of their work.

Since it became impossible to give classes in full-time format in classrooms, school teachers and university professors had to use completely different methods of explaining and working out the material being studied. Foreign language teachers also faced many difficulties.

After having studied modern trends in teaching foreign languages, as well as taking into account the peculiarities of students' perception of new theoretical material in the context of distance learning, we decided to apply the "Flipped classroom" model (it is also called "Inverted classroom" model).

The Cambridge Advanced Learners' Dictionary of the English language provides this definition of the Flipped Classroom model: a teaching method in which students first learn about a new subject at home, especially online, and then have discussions on it in class.

A distinctive feature of this method is the use of various forms of educational videos (lectures, presentations, screencasts, vodcasts, films) for students to view while preparing for classes. As a result, classroom time becomes more productive and valuable as it frees up for practical or creative assignments.

Working according to this method, we divided the learning process into three stages:

1. Out of Class Activities. Students watch a suggested video (e.g. TED talk) and do some vocabulary and grammar assignments at home. Such tasks can be, for example, to insert words from the video into given sentences, to match words and phrases from the video with their meaning, to find phrases in the video where a certain grammatical phenomenon is used, etc. Then students, if necessary, watch the video again and answer the questions from the worksheet to check comprehension.

2. Assess Learning: At this stage, through a cursory oral questioning, the teacher checked up whether the students understand the basic concepts of the video and acquire new vocabulary.

3. In Class Activities: These are activities to engage students in discussion. Students get the opportunity to use new vocabulary and discuss ideas from the video. In addition, at this stage, students can complete the following tasks: to fill in the mind maps with words given in the box, to give their own sentences with vocabulary from the previous exercise and share their sentences with each other. Working in pairs, they have to ask follow-up questions to get more ideas.

Unfortunately, preparing materials for flipped classroom is a time-consuming task. Many teachers are discouraged by the sheer amount of work it requires to look for proper videos and set tasks for them. Where can you find videos for flipped classroom? In our opinion, learning and entertainment videos can be found on the following platforms: Ted Talks and Ted-Ed, engVid, British Council, BBC, BBC Documentary, CNN, English with Lucy, Rachel's English

As you can see, there are many resources that provide technical support to teachers. This technology provides teachers with opportunities for self-development and self-improvement, which is important in the profession. Thus, we consider the use of flipped class technology with university students justified.

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