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DOI <https://doi.org/10.30525/978-9934-26-261-6-88>

**FLIPPED CLASSROOM APPROACH IN FOREIGN LANGUAGE
TEACHING: ASPECTS OF USING IN HIGHER EDUCATION
INSTITUTIONS OF UKRAINE**

**АСПЕКТИ ВИКОРИСТАННЯ МЕТОДУ ПЕРЕВЕРНУТОГО
КЛАСУ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ
В УКРАЇНСЬКИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ**

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Due to globalization processes and advancement of digital technologies, there is an ever-growing interest in cutting-edge learning methods and technologies that can be introduced in the educational process. In addition, the COVID-19 pandemic had a significant impact on the educational process in all kinds of educational institutions throughout the world, including in

Ukraine. In particular, there was a shift from the traditional model (offline only, teacher-centered approach, fixed learning hours) to the so-called blended learning model (possibility of online learning, student-centered, flexible learning hours).

In Ukraine, the search for effective methods of online learning was necessitated not only by the COVID-19 pandemic, but also because of the ongoing hostilities as a result of Russia's invasion of Ukraine in February 2022. Many Ukrainian cities have become targets of missile attacks, which often lead to the destruction of critical infrastructure. As a consequence, there are electricity blackouts in different regions of Ukraine, which makes it impossible to continue the educational process according to the initially established timetable. Given the above, there is a dire need to find a method for remote learning that would be beneficial both for teachers and students.

The flipped classroom approach has attracted a lot of interest over the past years because it offers the potential to promote student involvement as well as active and collaborative learning. The introduction of this approach in the educational process has been investigated by foreign (Campillo-Ferrer J. [2], Chou C. [3], Divjak B. [4], Persky A. [5], Uzunboylu H. [6]) and domestic researchers (Kovtun O. [7], Konoplianyk L. [8], Podhorna O. [9]).

The flipped classroom approach presupposes that students work with the material (usually videos of lectures) at home independently (pre-class learning), and then, guided by the teacher during the class, they are engaged in discussions, problem-solving tasks, and various individual and group activities based upon that material. In other words, what is traditionally done in class becomes homework, while what is traditionally done as homework is completed during the class [1, p. 13].

The flipped classroom approach has numerous benefits. First and foremost, it is flexibility. Students can work with the material at any time and pace, come back to difficult or unclear moments, or take pauses in learning, and therefore have more control over the learning process. This approach also makes it possible to combine asynchronous with synchronous teaching and learning and enhances student-teacher interaction. On the other hand, the flipped classroom method can be quite challenging. Teachers need to invest a lot more time in the preparation of such a class or course. In addition, it might require developing or improving a teacher's digital competence or learning how to work with necessary online tools. For students, it can also be time-consuming to switch to the new mode of learning and get used to working on their own. Moreover, problems with Internet speed or connection can also slow down or impede the learning process.

Although this approach might seem more relevant for theoretical courses, it can also be effectively introduced in a foreign language classroom. First, students work at home, mainly understanding or memorizing certain materials. For example, they watch an educational video devoted to a particular grammar topic, read a text containing target vocabulary, listen to a podcast on a certain topic, etc. During the class, they apply the knowledge or analyze the studied material through various activities (asking and answering questions, making presentations, engaging in discussions, working in pairs or groups). Finally, after the class, students can deal with self-assessment or do a creative task to consolidate their knowledge. The flipped classroom approach saves time during the class as there is no need for the teacher to provide a detailed explanation of the material. Instead, they can concentrate on students' questions or deal with difficulties, and focus on putting knowledge into practice. It is not necessary to apply this approach to every class or the whole course; it can be used only for teaching particular topics. In this case, it will not necessarily require the creation of a teacher's own material because there are numerous ready-made videos on various topics on YouTube or educational platforms.

Thus, the flipped classroom approach presupposes the shift from passive to active learning. It makes students more independent and responsible for their learning outcomes and stimulates them to be more engaged in the learning process. This method is also relevant when it is impossible to continue synchronous teaching and learning for various reasons. Despite the fact that the transition to this method can be time-consuming and requires a lot of effort from teachers, when properly organized, it can be effectively used in foreign language teaching in higher education institutions in Ukraine.

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