



"FROM PASSIVE TO ACTIVE: TRANSFORMING LEARNING
THROUGH THE FLIPPED CLASSROOM APPROACH.

“TECHNOLOGY LIKE CAPTIONING HELPS TO SUPPORT VISUAL
LEARNERS, THOSE WHO ARE HARD-OF-HEARING, AND ENGLISH LANGUAGE
LEARNERS.”

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Annotation: *This article explores the evolution and educational effectiveness of the flipped classroom model, a teaching approach that shifts instructional content delivery outside the classroom and uses in-class time for interactive, student-centered activities. Beginning with its historical development and theoretical foundations, the article highlights how this model transforms traditional roles of teachers and students, promotes active learning, and enhances student engagement. Drawing on recent studies and case examples, the article evaluates the benefits and challenges of implementation across various educational contexts. It also offers practical recommendations for educators seeking to integrate flipped learning into their teaching practice. The flipped classroom is presented not merely as a technological shift, but as a pedagogical innovation with the potential to reshape modern education.*

Key words: *flipped classroom, traditional learning, innovation, model, approach,*

A flipped classroom turns traditional instruction on its head: homework comes first, then classwork. Primed with prior knowledge, students enter a flipped classroom ready to construct meaning, freeing up valuable class time traditionally slated for information transmission. Teachers guide students as they explore in-class activities that build on what they've learned outside of class.

Does the flipped classroom really work? Flipped classrooms have pros and cons. On the one hand, they help teachers save valuable class time while boosting student engagement. On the other hand, they can increase prep time for teachers and can present challenges to students. Overall, many educators find the advantages of flipped classrooms outweigh the drawbacks.

The flipped classroom model has proven to be a trend that arouses academic interest in recent years this, added to recent technological advances, have made this an attractive field of research. Many studies have shown how the implementation of the flipped classroom model backed by technological tools and platforms has improved learning outcomes and practices compared to traditional teaching. But, so far, no study focuses on reviewing the technical means used to implement the model and how they impact the teaching and learning process. This review is intended to provide researchers with a more unobstructed view of how technology tools are used to influence the flipped classroom model. This research will allow making more conscious decisions about the type of tool that will be used for the implementation of the model.



This review will detail the current state of knowledge around the classroom model in secondary education. To achieve this purpose, we identify all the articles that investigate the flipped classroom model in the WOS and Scopus databases as of September 30, 2019.

The flipped classroom model has been “turning learning on its head” for more than a decade now. While the original impetus, called the inverted classroom, was toyed with by professors at the University of Miami in 2000, their idea didn’t take off. It was, after all, pre YouTube and easy access to video recording software. Seven years later, two high school teachers in Colorado learned about some software that would record lectures live. Jon Bergmann and Aaron Sams committed to pre-recording their lectures for the following year, dubbing the experiment “pre broadcasting.” Students who didn’t have internet at home were given USB drives containing lectures if they had a computer at home, or DVDs burned with lectures if they didn’t have a home computer.

Since then, the flipped classroom pedagogy has taken off. But what is it, and what are the benefits in education?

5.5.1 Unlike in a traditional classroom setting, in a flipped classroom, lectures happen outside of class, using video learning technology. Scheduled time in class is used for exercises, projects and discussion.

5.5.2 Benefits: Flipped classrooms offer a host of benefits for students, teachers and parents alike. Some of the biggest advantages include:

Students can spend more 1:1 time with instructors during class. Rather than teaching the lesson during the instructional period, the teacher can provide extra help to those who need it. Students can learn at their own pace. Because students can watch the lecture as many times as they need, as well as pause and rewind along the way, they have more control over the pace of their learning. No more missing out. If a student is sick or has to miss class for another reason, they can still watch and learn from their teacher in the same manner as their peers. Parents can more easily help their children through video learning. Rather than reading the book and trying to figure out how to teach the material, if a parent has a child struggling, they can simply watch the lesson from the teacher and provide assistance. Software can help identify areas where students are struggling. This makes the model itself a helpful diagnostic tool.

We can highly recommend the flipped classroom model into a primary classes.

Teaching primary school pupils through the Flipped Classroom (FC) model requires thoughtful adaptation, because younger learners have different developmental, emotional, and cognitive needs. Here’s a step-by-step approach to effectively implement FC for primary students:

Key Principles for Primary FC Keep it simple and visual Young children respond better to short, engaging, visual materials (e.g., animated videos, picture stories, songs).

Parental involvement is essential Parents or guardians often need to help students engage with materials at home. Provide clear instructions and user-friendly content.

Focus on one core idea per lesson Limit complexity. Structure videos around a single learning goal with examples and simple language.



Use active, hands-on activities in class The classroom time should be highly interactive — drawing, storytelling, building, games, group work — to apply what was learned at home.

5.6 Teaching Strategy Example (FC for Primary Level)

5.6.1 Topic: Introduction to Addition (Math, Grade 1)

5.6.2 At Home (Flip Phase) Short 3–5 min video with colorful visuals: "Adding with apples and bananas" 🍏🍌 Shows simple addition like $2 + 3 = 5$ using fruit. Includes fun song and quiz at the end and parents receive instructions to support viewing.

5.6.3 In Class (Practice Phase) Use real or toy fruits to let kids physically combine and count. Pair work or small group games like "Addition Bingo". Teacher circulates and supports children struggling with the concept.

5.7 Tools That Help Video tools: Powtoon, Animaker, or even YouTube Kids Interactive platforms: ClassDojo, Seesaw (safe and child-friendly)

Parental communication: WhatsApp, newsletters, or platforms like Remind

Tips for Success Use routine and structure — kids thrive on repetition.

Include movement-based tasks and stories during class time. Always review the video content briefly in class before activities to ensure all students are on the same page. Reward engagement with stickers, praise, or points — motivation matters at this age.

A sample weekly lesson plan using the Flipped Classroom model for primary students (Grade 2) on the topic of "Basic Shapes in Geometry."

5.8 Flipped Classroom Weekly Lesson Plan: "Learning Shapes"

Grade: 2 | Subject: Math | Topic: Basic 2D Shapes

Goal: Students will identify and describe basic 2D shapes: circle, square, triangle, and rectangle.

Weekly Overview

Day	Home Activity (Flip Phase)	In-Class Activity (Apply Phase)
Monday	Watch a 4-minute cartoon video introducing 4 basic shapes. Parents help them draw 1 example of each shape.	Shape Hunt: Students walk around the classroom/school and find objects that match each shape. Group discussion follows.
Tuesday	Interactive quiz (via Seesaw or printed worksheet) to match shapes to real-world objects.	"Shape Sorting" center activity: Use cut-outs to sort by corners/sides.
Wednesday	Video story: "Sammy the Shape Explorer" (circle goes on a journey). Students draw their favorite shape.	Drawing station: Kids create a picture using only 2D shapes. Present to class.
Thursday	Parents help complete a worksheet (identify shapes in home objects: windows, clocks, etc.)	Partner Game: "Shape Bingo" or "Shape Memory Match." Teacher observes and supports.
Friday	No home task.	Review + Assessment: Each student draws and names 3 shapes. Exit Ticket: "Which shape was your favorite and why?"



Key Features of the Plan Videos are short (under 5 minutes), fun, and easy to follow. Parental support is built into home activities. In-class time is active, social, and tactile. Promotes real-world connections and creativity.

5.9 Flipped Classroom Strategies Flipped learning strategies take many forms. Consider the following seven strategies to help you decide which elements you'd like to incorporate.

1. **Standard:** Students watch lectures before class and complete activities or assessments during class while receiving one-on-one attention.

2. **Discussion-Oriented:** Teachers assign video lectures as well as supplemental videos, such as TED Talks, and students discuss the subject matter in class. This method works well for history, art, or English.

3. **Demonstration-Focused:** Students watch videos or screen recordings of the teacher giving a lesson. The teacher then asks them to show how well they remember the content. They can watch the videos until they demonstrate understanding.

4. **Faux-Flipped:** Younger students who don't have homework watch a video in class while the teacher moves from student to student to provide support.

5. **Group-Based:** Students watch a video before class, but instead of working individually the next day, they work in teams to finish assignments. This strategy allows them to explain their answers or to learn from a classmate who better understands the content.

6. **Virtual:** The virtual flipped classroom follows the same pattern as the standard flipped classroom, but students complete the assignments online, with the option of attending teachers' open office hours for assistance. This is typically the method college professors use.

7. **Flipping the Teacher:** Students take on the instructor role and create their own videos of the lesson to demonstrate proficiency.

5.9.1 Find Useful Tech Tools Many flipped classrooms use educational technology tools to facilitate at-home learning. Flipped learning technology encompasses video-sharing apps such as Nearpod, hosting services such as Google Classroom, and software for creating and editing video lessons such as Screencastify.

Customize Your Content Successful flipped classrooms emphasize content customized for subject matter and student needs. Flipped learning lesson planning can be time-consuming, so many teachers create a surplus of videos and other shareable content upfront, ensuring they have plenty of material to fall back on in a pinch.

All in all, Although technology tools help students learn at their own pace and make interactive learning easier, technology itself is a means to an end. The success of flipped learning stems from how well it motivates students to apply what they've discovered at home.

Flipped classrooms take student learning to the next level because they free up class time for further exploration.



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