

References

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REZYUME. Ushbu maqolada atoqli otlar bilan berilgan idiomalarni ingliz tilini o'rganuvchi talabalarga o'qitish masalasi ko'rib, ularning ma'nolari, kelib chiqish tarixi misollar yordamida ochib berilgan. Bunday idiomalar so'zma-so'z tarjima qilib bo'lmaydigan qiyin so'z birikmalari bo'lganligi sababli ularning ma'nolari yoki ekvivalentlari maxsus namuna sifatida talabalarga taqdim etiladi.

РЕЗЮМЕ. В данной статье рассматриваются проблемы преподавания идиом, содержащих имена собственные, и основное внимание уделяется объяснению их значения, происхождения и примеров студентам изучающих английский язык как второго языка. Идиомы собственных имен представляют собой сложные выражения, которые невозможно перевести дословно, поэтому их необходимо приводить в специальном словаре в виде готовых выражений с их значениями, происхождением или переводами.

SUMMARY. This article deals with the problems of teaching idioms which contain proper names aims and focuses on explaining their meanings, origin and examples to ESL students. Proper name idioms present troublesome expressions that cannot be translated word by word, that's why they must be given in a special dictionary as ready-made expressions with their meanings, origins, or translations.

NEW METHODS OF TEACHING: FLIPPED CLASSROOM MODEL

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Tayanch so'zlar: flipped classroom modeli, faol ta'lim, o'quvchiga yo'naltirilgan ta'lim, texnologiya integratsiyasi, pedagogik siljish, hamkorlikda o'rganish.

Ключевые слова: flipped classroom model «перевернутый класс», активное обучение, обучение, ориентированное на учащихся, интеграция технологий, педагогическое преобразование, совместное обучение.

Key words: flipped classroom, active learning, student-centered learning, technology integration, pedagogical shift, collaborative learning.

Introduction. As educational paradigms evolve, there is a growing emphasis on more interactive, student-centered methods of learning. Traditional education systems have long relied on the "lecture model," where teachers deliver content and students passively absorb information. In contrast, the flipped classroom model seeks to shift this dynamic by moving lectures and instructional content outside the classroom through video lectures, readings, or digital resources. In-class time is then dedicated to collaborative learning activities that encourage student engagement, discussion, and problem-solving. So that, teacher has more time to interact with each individual. Teacher has the opportunity to spend more time on classroom activities and address any issues with them. This approach allows success to be attained, even in large classes. The primary aim is to provide learners a more authentic learning. The flipped classroom model is accepted as one of the blended learning models, which is expressed as the combination of online and face-to-face education.

The flipped classroom model has been widely explored in various fields, but its application to English Language teaching remains an area of growing interest. This study aims to explore the effectiveness of the flipped classroom model among first-year students in the English Language department. It focuses on how this teaching method influences student engagement, language acquisition, and overall academic performance. The study also reflects the views of four key scholars on the flipped classroom model, highlighting its potential to reshape language education.

Literature Review. *Defining the Flipped Classroom:* The flipped classroom model was first introduced by Bergmann and Sams (2012), who used video lectures to deliver content outside of class, allowing for more interactive learning during in-class time. Since then, this pedagogical method has gained significant popularity, particularly in fields requiring active learning and critical thinking, such as language education. The flipped

classroom model reverses the traditional educational approach by shifting content delivery to an asynchronous format, enabling in-class time to focus on active engagement and collaboration (Strayer, 2012) [4:276].

In a typical flipped classroom, students engage with instructional materials, such as videos, podcasts, or readings, at their own pace before coming to class. Classroom time is then devoted to activities that encourage application, such as group discussions, peer reviews, problem-solving exercises, and hands-on tasks.

Bergmann and Sams (2012) argue that the flipped classroom empowers students by giving them control over the pace at which they learn. They emphasize that this model allows students to come to class prepared with foundational knowledge, enabling teachers to focus on higher-order cognitive skills during class, such as critical thinking, analysis, and application [1:62].

Tucker (2012) discusses how the flipped classroom can engage students more actively in the learning process. She highlights that by watching video lectures or engaging with other forms of online content outside class, students can engage more deeply with the material, which leads to better understanding and retention of content [5:82].

Strayer's (2012) research demonstrates that the flipped classroom enhances student learning outcomes, particularly in subjects that require application and problem-solving. His study suggests that flipped classrooms increase student interaction and motivation by involving them in active, participatory learning [4:279].

Lage, Platt, and Treglia (2000) examine the flipped classroom in the context of economics education. They found that students in flipped classrooms outperformed their peers in traditional lecture settings, highlighting the model's potential to improve academic performance and student satisfaction through increased interaction and engagement [3:30].

Application of the Flipped Classroom Model in Language Education: The flipped classroom has significant potential in the field of language education. According to Sung and Hwang (2013), the flipped model offers language learners an opportunity to engage with content outside of class at their own pace, which is particularly beneficial in language acquisition, where constant exposure to language material is critical. In-class activities such as group discussions, peer feedback, and communicative exercises allow for authentic language practice in a collaborative environment.

Studies have shown that the flipped classroom model increases student motivation in language learning, as it allows students to take ownership of their learning and move beyond passive reception of information (Choi & Lee, 2014) [2:40]. Moreover, it has been found to improve students' speaking and listening skills by providing ample opportunities for interaction during class activities.

Methodology & Empirical Analysis. This research employs a mixed-methods approach to evaluate the impact of the flipped classroom model on first-year English Language department students. The study involves both quantitative and qualitative data collection methods, including pre- and post-tests, surveys, interviews, and classroom observations. The research is experimental in nature, with a control group (traditional teaching method) and an experimental group (flipped classroom model).

Participants: The study was conducted with 50 first-year students enrolled in the English Language department at the institute. The students were divided into two groups: Experimental Group (Flipped Classroom): 25 students who engaged with pre-class materials (videos, readings) and participated in interactive class activities.

Control Group (Traditional Teaching): 25 students who received traditional lecture-based instruction. The participants were similar in terms of academic background, language proficiency, and prior exposure to English language learning.

Data Collection: Pre- and Post-Tests: The students took a pre-test at the beginning of the semester to assess their English language skills (vocabulary, grammar, listening, and speaking). A similar post-test was administered at the end of the semester to assess the improvement in their language skills.

Surveys: At the end of the semester, students in both groups completed surveys to assess their engagement, satisfaction, and perceptions of the learning experience. The survey included both Likert-scale questions and open-ended questions.

Classroom Observations: We conducted classroom observations in both the flipped classroom and traditional classroom settings. Observations focused on student participation, interaction, and engagement during class activities.

Interviews: A subset of 10 students from each group participated in semi-structured interviews, providing qualitative insights into their experiences with the flipped classroom model and traditional learning methods.

Data Analysis: Quantitative Data Analysis: The pre- and post-test scores were analyzed using paired t-tests to determine if there was a statistically significant difference in language performance between the experimental and control groups. A comparison was also made between the two groups regarding the improvement in language skills.

Qualitative Data Analysis: The survey responses and interview transcripts were analyzed using thematic analysis to identify key themes related to student engagement, motivation, and perceptions of the flipped classroom model. Classroom observations were also analyzed for patterns of student participation and interaction.

Results. The analysis of pre- and post-test scores revealed a significant improvement in language skills for students in the flipped classroom group. The average score increase for the experimental group was 20% higher than that of the control group, suggesting that the flipped classroom model significantly enhanced language acquisition. Survey results indicated that 85% of students in the flipped classroom group felt more engaged in the learning process compared to students in the traditional classroom. Students reported that having access to pre-class materials allowed them to come to class better prepared, which led to more productive and enjoyable class activities.

In contrast, students in the control group expressed frustration with the passive nature of traditional lectures, with 60% of them indicating that they struggled to stay engaged during class. However, the majority of students in both groups expressed satisfaction with the course content and teaching methods. Classroom observations revealed that students in the flipped classroom group were more interactive during class, participating in discussions, group activities, and peer reviews. In contrast, students in the control group were less likely to engage actively in class activities, often remaining passive listeners during lectures. Interviews revealed that students in the flipped classroom group appreciated the flexibility of the model. Many students mentioned that they felt more in control of their learning and that the in-class activities allowed them to practice language skills in a supportive environment. However, some students reported initial difficulties in adjusting to the self-directed learning aspect of the flipped classroom.

Conclusions. This study provides strong evidence that the flipped classroom model significantly enhances student engagement, language acquisition, and academic performance among first-year students of the English Language department. The flipped classroom encourages students to take responsibility for their learning and provides more opportunities for interactive, student-centered learning in the classroom. The findings align with the views of scholars like Bergmann & Sams (2012) and Strayer (2012), who argue that the flipped classroom model fosters active learning and better academic outcomes. However, it is important to acknowledge the challenges students face in adjusting to this model, particularly regarding self-paced learning outside of class.

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REZYUME. Maqolada taniqli metodologlarning ilmiy qarashlari tomonidan qo'llab-quvvatlangan flipped classroom (teskari sinf) modeli, uning tamoyillari va amalga oshirish strategiyalari o'rganiladi. Bundan tashqari, ingliz tili sinfida yangi yondashuvni amalga oshirishni ko'rsatadigan amaliy tajriba muhokama qilinadi. Tajriba flipped classroom modeli qanday qilib talabalarining faolligini oshirishi, faol o'rganishni rag'batlantirishi va ko'proq shaxsiylashtirilgan ko'rsatmalar berishi mumkinligini ko'rsatishga xizmat qiladi.

РЕЗЮМЕ. В статье рассматривается flipped classroom («перевёрнутый класс») модель, ее принципы и стратегии внедрения, подкрепленные научными взглядами известных методистов. Кроме того, обсуждается практический эксперимент, демонстрирующий внедрение нового подхода на уроке английского языка. Данный эксперимент призван проиллюстрировать, как flipped classroom модель может повысить вовлеченность студентов, способствовать активному обучению и обеспечить более персонализированное обучение.

SUMMARY. The article explores the flipped classroom model, its principles, and implementation strategies, supported by scholarly views from prominent methodologists. Additionally, a practical experiment is discussed, demonstrating the implementation of the new approach in the English language classroom. The experiment serves to illustrate how the model can enhance student engagement, promote active learning, and provide more personalized instruction.

“PORTFOLIO-PAPKA”LARIN JARATIW – FIZIKANI OQITIWDI JETILISTIRIWDIŇ ÁHMIYETLI METODIKASI

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Tayanch so'zlar: talaba, fizika, oqitwshı, qubılıs, óz betinshe bilimlendiriw, “Portfolio-papka”, dóretiwshilik, bilim.

Ключевые слова: студент, физика, преподаватель, явления, самообразование, «Портфель-папка», творчество, знания.

Key words: student, physics, teacher, phenomena, self-education, “Portfolio-folder”, creativity, knowledge.

Kirisiw. Házirgi dáwirde joqarı oqıw orınların tereń fundamental izertlewler hám intellektual pikirlewshi mamán qánigelerdi tayarlaw boyınsha oqıw-ilimiy komplekslerge aylandırıw wazıypası kóndeleń turıptı. Kópshilik ilimpazların pikirinshe, bul wazıypanı hár bir talaba ámeliy hám teoriyalıq ilimiy izertlewlerde, ilim jetiskenliklerin ámeliyatqa engiziwde oqıtıwshılar menen birgelikte belsendi qatnasqanda ǵana sheshiw múmkin.

Ádebiyatlarǵa sholhw. Mámleketimiz pedagog ilimpazlarınan B.Mirzaahmedov, M.Djuraev, M.Qurbanov, S.Qahharov, P.Jalolova, G.Karlıbaeva hám basqalar fizika oqıtıw mashqalaları hám metodikası boyınsha, N.Azizxodjaeva, U.Tolipov, M.Usmonbaeva hám basqalar tárepinen alıp barılǵan izertlewlerde pedagogikalıq texnologiyalardı qollanıw arqalı talabaların dóretiwshilik iskerligin rawajlandırıw mashqalaları óz sáwleleniwın tapqan.

Talıqlaw hám nátiyjeler. Izertlewimiz nátiyesi ulıwma fizikaǵa tiyisli bilimlerdi iyelew hár qıylı interaktiv texnologiyalardan paydalanǵanda ǵana nátiyjeli bolıwın kórsetpekte.

Izertlewimiz barısında:

- ulıwma fizikanı óz betinshe úyreniwde biz usınıs etip atırǵan “Portfolio-papka”ların jaratıwdıń mazmunı talabalarda záruriy teoriyalıq hám ámeliy bilimlerdi támiyinlewi;

- ulıwma fizikanı óz betinshe úyreniwde usınıp atırǵan usılıwız talabalarda erkin izleniw, belgili bir intellektual jetiskenliklerge umtıw qáiletin ósiriwge járdem beriw;

- hár qıylı qıynshılıqtaǵı tapsırmalardı orınlawda belsendilikniń kórinisi, talabalarda óz betinshe iskerlikti rawajlandırıw kriteriyası sıpatında qabıl etiliwi sıyaqlılar anıqlandı [2].

Talabaların fizika tiykarların úyreniwı, óz betinshe islew kónlikpelerin qalıplestiriwde tómendegi bilim, kónlikpe hám mamanlıqlardı iyelewı shárt:

- fizikalıq qubılıslar haqqında kózqarasqa iye bolıw hám olardı óz betinshe talıqlay alıw;

- mexanika, molekulyar fizika hám termodinamika tiykarları, elektr hám magnetizm, optika, atom hám yadro fizikası tiykarlarına tiyisli túsiniqler, atamalar, shamalar hám olardıń birlikleri, nızamları, formulaların biliw, olardı ámeliyatda durıs qollanıw;

- fizikalıq qubılıslardı baqlawdı durıs rejlestiriw hám ótkeriw, baqlaw nátiyjelerin ulıwmalastırıw jumsların orınlay alıw;

- ólshew ásbaplarınan durıs paydalanıp biliw, olardıń ólshew qáteligin bahalay alıw;

- óz betinshe tájiriye ótkerip, onıń nátiyjelerin sxema, grafik, keste, diagramma kórinislerinde súwretley alıw, olardı talıqlaw hám juwmaq shıǵarıw;

- ullı fizik oyshıların fizika iliminiń rawajlanıwına qosqan úlesleri haqqında kózqarasqa iye bolıw;

- sabaqlıq, oqıw qollanba, qosımsha ádebiyatlar, internetten paydalanıp óz betinshe bilim alıw hám olardı ámeliyatda qollanıw;

- referat jazıw, laboratoriya jumsların orınlaw, dóretiwshilik mazmundıǵı máseleler sheshiw boyınsha kónlikpe hám mamanlıqlarǵa iye bolıw;

- hár qıylı fizikalıq keshe, seminar, ushırıswlar hám konferensiyalarda belsendi qatnasıw;

- fizikalıq ásbaplar menen islesiw procesinde texnika qáwipsizligi qaǵıydalarına ámel etiw;

- ulıwma fizikadan alǵan bilimlerin ámeliyatda orınlı qollanıw [3].

Biz sóz etpekshi bolǵan “Portfolio-papka”ların ulıwma fizika sabaǵında jańa bapları baslaǵan dáwirde baslap qollanǵan maqsetke muwapıq bolıp tabıladı. Sebebi bul bap juwmaqlanǵan waqıtta talabalarda da ótilgen temalar boyınsha kóplep qızıqlı ilimiy-metodikalıq maǵlıwmatlar toplanadı. Usı orında “Portfolio-papka”ların jaratıw boyınsha mısaldı keltirip ótsek:

“Portfolio” inglizshe sóz bolıp, “portfel” yamasa “portfeller toplamı” mánisin ańlatıp, avtobiografiyalıq xarakterge iye hújjetler toplamı bolıp esaplanadı. Bul toplam oqıtıwshı yamasa talabanıń shaxsı, iskerliginiń túrleri, erisilgen jetiskenlikleri haqqında tolıq