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Madraximova Nasibaxon Numanjanovna,
Teacher at Secondary School No. 29, Oltiariq District, Fergana Region

THE ROLE OF THE FLIPPED CLASSROOM IN FOSTERING INDEPENDENT ENGLISH LANGUAGE LEARNING AMONG SECONDARY SCHOOL STUDENTS

Abstract. The article examines how the flipped classroom can support independent English language learning among secondary school students. In this arrangement students engage with selected material before the lesson, while class time is used for discussion, language practice and feedback. The study is a narrative review of research on flipped learning, learner autonomy and self-regulated learning, and it aims to identify the conditions under which the approach helps students plan their work, monitor their understanding and take greater responsibility for English tasks. The analysis is organized around three connected stages. Short texts, recordings, vocabulary activities and guiding questions give pre-class study a clear purpose; pair work, speaking tasks and teacher feedback allow students to apply what they prepared; self-assessment and follow-up tasks help them identify difficulties and set goals. Access to materials alone does not develop independence: students also need manageable tasks, clear instructions, room for choice and regular feedback. The article proposes a three-stage pedagogical framework that links a student action, a teacher support and an indicator of progress at each stage, together with four conditions for classroom use. Since no experiment was conducted, the framework's effect on language achievement requires empirical evaluation.

Keywords: *flipped classroom, English language teaching, secondary school students, independent learning, learner autonomy, self-regulated learning, pre-class preparation, self-assessment, teacher feedback, lesson design.*

TESKARI SINF TEXNOLOGIYASINING UMUMIY O‘RTA TA’LIM MAKTABI O‘QUVCHILARIDA INGLIZ TILINI MUSTAQIL O‘RGANISH KO‘NIKMALARINI SHAKLLANTIRISHDAGI O‘RNI

Annotatsiya. Maqolada teskari sinf («flipped classroom») texnologiyasining umumiy o‘rta ta’lim maktabi o‘quvchilarida ingliz tilini mustaqil o‘rganish ko‘nikmalarini shakllantirishdagi pedagogik o‘rni tahlil qilinadi. Bunday shaklda o‘quvchi tanlangan material bilan darsdan oldin tanishadi, dars vaqti muhokama va nutqiy mashqqa ajratiladi. Tadqiqot teskari o‘qitish, o‘quvchi mustaqilligi va o‘z-o‘zini boshqarib o‘qish bo‘yicha adabiyotlarning narrativ tahliliga asoslangan; maqsadi — bu yondashuv o‘quvchiga o‘z ishini rejalashtirish, tushunganini nazorat qilish va ko‘proq javobgarlik olishga qanday shart-sharoitlarda yordam berishini aniqlash. Tahlil uch bosqich — darsdan oldingi tayyorgarlik, darsdagi ishtirok va darsdan keyingi refleksiya — bo‘yicha tuzilgan. Qisqa matn, audio, leksik mashq va yo‘naltiruvchi savollar mustaqil tayyorgarlikka aniq maqsad beradi; juftlikdagi ish, nutqiy topshiriq va qayta aloqa tayyorlangan materialni qo‘llash imkonini yaratadi; o‘z-o‘zini baholash qiyinchilikni aniqlashga xizmat qiladi. Materialga kirish imkonining o‘zi mustaqillikni shakllantirmaydi: bajarsa bo‘ladigan topshiriq, aniq ko‘rsatma, tanlov erkinligi va

muntazam qayta aloqa ham zarur. Har bosqich uchun o‘quvchi harakati, o‘qituvchi ko‘magi va rivojlanish ko‘rsatkichini bog‘laydigan model taklif etiladi. Maqola nazariy-analitik xarakterga ega: tajriba-sinov o‘tkazilmagan.

Kalit so‘zlar: *teskari sinf, ingliz tili o‘qitish metodikasi, umumiy o‘rta ta’lim maktabi, mustaqil o‘qish, o‘quvchi mustaqilligi, o‘z-o‘zini boshqarib o‘qish, darsdan oldingi tayyorgarlik, o‘z-o‘zini baholash, qayta aloqa, dars loyihalash.*

РОЛЬ ТЕХНОЛОГИИ «ПЕРЕВЁРНУТЫЙ КЛАСС» В ФОРМИРОВАНИИ НАВЫКОВ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА У УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ

Аннотация. В статье анализируется педагогическая роль технологии «перевёрнутый класс» в формировании навыков самостоятельного изучения английского языка у учащихся средней школы. При такой организации ученик знакомится с отобранным материалом до урока, а время урока отводится обсуждению, речевой практике и обратной связи. Исследование построено на нарративном анализе литературы по перевёрнутому обучению, учебной автономии и саморегулируемому обучению; его цель — выявить условия, при которых подход помогает ученику планировать работу, контролировать понимание и принимать большую ответственность за выполнение заданий по английскому языку. Анализ выстроен по трём этапам: подготовка до урока, участие на уроке и рефлексия после него. Короткие тексты, аудиозаписи и направляющие вопросы придают самостоятельной подготовке ясную цель; работа в парах, речевые задания и обратная связь позволяют применить подготовленное; самооценка помогает выявить трудности и поставить цель. Доступа к материалам недостаточно для развития самостоятельности: нужны посильные задания, ясные инструкции, возможность выбора и регулярная обратная связь. Предлагается трёхэтапная модель, связывающая на каждом этапе действие ученика, поддержку учителя и показатель продвижения. Статья носит теоретико-аналитический характер: опытно-экспериментальная работа не проводилась.

Ключевые слова: *перевёрнутый класс, методика обучения английскому языку, средняя школа, самостоятельное обучение, учебная автономия, саморегулируемое обучение, подготовка до урока, самооценка, обратная связь, проектирование урока.*

INTRODUCTION

Developing students' ability to learn independently is an important goal of English language teaching. Progress in a foreign language depends partly on what students do beyond the classroom: reading, listening, reviewing vocabulary and practising expressions in new contexts. Secondary school students often find it hard to organize this work without guidance: they need to understand the purpose of a task, choose a strategy, check their progress and decide what requires further practice. Such actions belong to self-regulated learning, described as a recurring cycle of goal setting, performance monitoring and reflection [2], and to the broader notion of learner autonomy — not the absence of teaching, but a capacity that grows through participation in decisions about one's own learning [1; 3].

The flipped classroom offers one way to connect independent preparation with guided classroom learning: students meet introductory material before the lesson, and class time is devoted to applying it [4]. In English teaching, pre-class work may be a short reading, a recorded explanation or a small vocabulary task; the lesson is then used to ask questions, practise speaking and receive feedback. The value of the arrangement depends on how the two stages support each other.

Independence here does not mean leaving students to study alone. A student who watches a video may complete the task without noticing what was difficult or how the material relates to a learning goal. Preparation develops independence only when the task is clear, the amount of material achievable and a means of checking understanding available [7]. Students also differ in proficiency, study habits and access to devices, and the benefits of flipping are not distributed evenly [9].

The aim of this article is to examine the pedagogical role of the flipped classroom in fostering independent English language learning in secondary school, and to show how its three stages can be organized to support planning, self-monitoring and self-assessment. The analysis is literature-based and reports no new experiment.

LITERATURE REVIEW

Research on flipped learning developed first as a description of practice and only later as a body of evidence. An early survey found that most reports documented student satisfaction rather than measured learning, and that the rationale for in-class activity was often left implicit [4]. Synthesis work changed this picture: a meta-analysis across subject areas reported small but consistent advantages for flipped designs, alongside wide variation between studies and little attention to how out-of-class work was supported [5]. In language education, a systematic review found research concentrated on university learners, short interventions and thin description of the pre-class stage [6]; a later review of flipped language classrooms reached a similar conclusion about theory, since studies frequently name a framework but rarely show how activities follow from it [10]. A meta-analysis restricted to English as a second or foreign language confirmed a positive overall effect while naming moderators such as instructional duration and learner level [8].

Two findings bear directly on the present analysis. First, the effect of flipping depends on what happens during preparation rather than on the medium: an experiment in which self-regulated learning prompts were embedded in flipped learning videos reported better outcomes than the same videos without them [7]. Second, learner characteristics matter — in secondary EFL classrooms flipped instruction proved more effective for some groups than others, so a uniform pre-class task is unlikely to serve a whole class equally [9]. Work on grammar instruction treats the flipped design the same way, as an intervention adapted to learners' starting level [12].

The autonomy literature supplies the vocabulary for what students are expected to gain. Autonomy was defined early as a capacity for detachment, critical reflection and independent action, explicitly not as self-instruction [1]; later reviews traced its move toward a socially situated ability exercised with teachers and peers [3]. Self-regulated learning research describes the same ability procedurally, as phases of forethought, performance control and self-reflection [2]. Studies combining these strands with flipped practice report gains in autonomy and motivation among learners of English, though measurement usually relies on self-report over short periods [11]. What the literature leaves open is lesson design: few sources specify what a student does, what the teacher supplies and what counts as evidence of progress at each stage.

METHODOLOGY

This article is a narrative literature review and pedagogical analysis. It reports no classroom experiment; its finding is a teaching framework developed by comparing concepts and practices described in the literature. Three areas of scholarship were brought together: flipped learning, which supplies a structure for distributing activities before and during a lesson [4; 6]; learner autonomy, which concerns students' growing responsibility for learning decisions [1; 3]; and self-regulated learning, which explains how students set goals, monitor work and evaluate progress [2]. Read together, they make it possible to ask how a lesson fosters independence, instead of assuming that home study produces it. The materials considered were scholarly discussions of these topics that address the organization of learning activities or the student's role in managing learning; the review was not designed as a systematic review or meta-analysis.

The analysis was organized around one central question: how can pre-class preparation, classroom participation and post-class reflection be connected to develop independent English language learning skills? Four supporting questions were applied to each stage — what decisions can students reasonably make here; what instructions and resources do they need; how can they recognize what remains difficult; and how can the teacher use that information to plan feedback and the next activity. Independent learning skills are understood here as the ability to prepare for a task, manage the work, seek clarification, monitor understanding and use feedback — a developing skill supported by teaching, not an expectation that students manage everything alone.

At every stage a student action was then linked to a teacher support and an indicator of progress: before class a student records questions about a listening passage, the teacher supplies the recording and guiding prompts, and progress shows in the relevance of those questions [2]. The resulting activities were weighed against five practical criteria — clarity, manageability, language suitability, access and feedback — derived from evidence that outcomes vary with learner level and with the support built into out-of-class work [8; 9]. No participants, questionnaires,

test scores or numerical measures are presented, so the article does not calculate the effectiveness of flipped learning.

RESULTS

The analysis produced a three-stage framework connecting preparation before the lesson, guided language use during it and reflection afterwards. Its central finding is that each stage needs a distinct purpose: preparation gives students an initial attempt, classroom activity lets them test their understanding, reflection helps them choose what to practise next.

Table 1. Proposed framework for developing independent learning skills

Stage	Student activity	Teacher support	Skill being developed
Before class	Studies a short text, audio recording, or explanation; completes guiding questions; records difficulties	Selects accessible material and gives a clear, manageable task	Preparing for learning and monitoring initial understanding
During class	Uses prepared language in discussions, speaking tasks, reading activities, or writing	Clarifies difficulties, observes participation, and gives feedback	Seeking clarification, applying knowledge, and adjusting strategies
After class	Reviews feedback, corrects errors, and sets a goal for further practice	Provides focused comments and a simple reflection task	Self-assessment and planning the next learning step

Pre-class preparation supports independence when students know what they are expected to learn and how to check their understanding. Before a lesson on making suggestions, for instance, students could listen to a brief dialogue, identify three useful expressions and note one point they do not understand; they then arrive with language to use and a question to resolve. The amount matters: a long video or a difficult text invites superficial completion or abandonment, which fits review findings that short, well-defined pre-class tasks characterize the more successful interventions [6; 8]. These are design implications of the framework, not outcomes measured in a group of students.

The classroom stage gives students a reason to use what they prepared — pairs might apply the expressions from the dialogue to a familiar school problem, after which the teacher addresses difficulties noted during preparation and errors arising in the activity. Interaction matters because recognition and use differ as abilities: a student may recognize a word in a recording yet struggle to pronounce it or respond to a partner. Pair work, discussion and short writing provide that step.

A third result is the need for a deliberate reflection stage, since completing an activity does not by itself show students what they have gained. Prompts such as "Which expression did I use confidently?" and "What do I need to practise before the next lesson?" help them name a next step — revising an error or using new vocabulary in their own sentences. The stage links the lesson to the next cycle of

preparation and mirrors the planning, monitoring and reflection processes of self-regulated learning [2; 7]. Progress toward independence could therefore be examined through the quality of preparation notes, the questions students ask and the specificity of their goals — proposed indicators for future evaluation, not measurements taken here.

Four conditions finally shape practical use: pre-class tasks short and clearly linked to classroom work; materials matched to proficiency; a workable means of access, including an offline alternative; and self-assessment introduced gradually.

DISCUSSION

Moving introductory material outside the classroom changes when students first meet a topic, but the change becomes educationally meaningful only when pre-class work connects to what happens during and after the lesson — a reading consistent with syntheses that attribute inconsistent results less to the format than to the quality of the activities built around it [5; 10].

A central distinction is between completing work independently and developing independence. A student may watch an assigned video and answer every question while relying entirely on instructions. Independence becomes visible when the same student identifies an unfamiliar expression, tries a strategy to understand it, formulates a question and uses feedback to guide practice. Treating these as teachable skills matches the view of autonomy as a capacity built through guided participation rather than through the withdrawal of teaching [1; 3].

In language teaching the link between the two stages deserves particular attention. Preparatory tasks can introduce vocabulary, a grammar pattern or the context of a listening passage, and lesson time can then be spent communicating with that language: a student who has reviewed expressions for agreeing and disagreeing can use them in a group discussion while the teacher clarifies meaning. Preparation supplies material for communication; communication reveals what still needs learning. Grammar interventions in secondary classrooms describe a comparable division of labour [12].

Difficulties remain. Students without a suitable device, a reliable connection or a quiet place may arrive unprepared for reasons outside their control, while others need help reading instructions in English. If every student receives the same preparatory text, stronger ones finish quickly and others cannot identify its main idea [9]. Keeping a common goal while varying support — a vocabulary list or a transcript for some, a discussion question to prepare for others — addresses both problems.

Feedback is the remaining necessary element, since students cannot usually judge their own pronunciation, grammar or written expression. Feedback during activity exposes the gap between intended meaning and actual use, and a short reflection task turns it into a manageable goal: "improve my speaking" cannot guide practice, whereas "use two expressions for giving reasons in the next discussion"

names an action the student can attempt and review. Building such prompts into the materials is the element of the framework most clearly supported by experimental evidence [7].

Evaluation follows from this. A vocabulary test says little about how students manage their learning; a classroom study could instead examine preparation records, the questions brought to class and the goals set afterwards, alongside proficiency assessment [10; 11]. The clear limitation of the present analysis is that the framework has not been tested with secondary school students, so no effect size can be claimed.

CONCLUSION

The flipped classroom provides a structure for connecting independent preparation with guided English language practice. In the proposed framework students meet selected material before class, use it in communicative activity during class and reflect on progress afterwards, so that each stage offers a different opportunity to practise planning, self-monitoring and the use of feedback.

Independent learning skills require deliberate support: clear instructions and manageable pre-class tasks to begin the work, classroom interaction to test understanding, post-class reflection to identify a specific goal. Practical conditions matter as well — materials appropriate to students' proficiency and available in accessible formats, allowance for differences in preparation, and a direct link between pre-class work and classroom tasks. As students grow familiar with the process, responsibility for identifying difficulties and choosing strategies can be increased gradually.

The contribution of this article is to specify what students and teachers do at each stage of a flipped lesson and which actions may indicate growing independence. It does not establish an improvement in English proficiency. Future research should test the framework in secondary school classrooms, examining both language outcomes and changes in students' ability to plan, monitor and evaluate their learning.

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