

## SECTION 14.

### PEDAGOGY AND EDUCATION

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## FLIPPED CLASSROOM IN BLENDED FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION

Understanding the teacher's role in higher education as a tutor and coordinator of learning activities and the further development of computer-mediated communication stimulate the development of a blended form of education. The educational process is moving toward more flexible, student-centered learning strategies [1], where the teacher is able to replace activities such as passive listening to theoretical material or mechanical repetition of patterns, and devote more time and resources to interacting with students in an active and creative way. The students are expected to autonomously manage their time and pace of learning. This approach allows for the freedom to acquire knowledge without strict time limits for classes while also enabling teachers to continuously monitor knowledge acquisition face-to-face, to move from teacher-centered to learning-centered instructional strategies [2].

The teacher, being a "digital immigrant" compared to their students, who are "digital natives" [3], may struggle to keep up with technological advancements. However, modern young people are generally well-prepared to navigate in digital environments, as they are accustomed to using smartphones with Internet access, social networks, messaging services, and various applications. Students frequently assume the role of content creators and possess the ability to produce audio and video materials. The modular environment of educational institutions, social networks, and instant messaging services [4] offer numerous opportunities for interactive multimodal interaction between students and teachers.

The flipped classroom is one of the most accessible blended learning models, where class time is dedicated to active, creative, and social learning. It does not require students to have any special skills other than self-discipline and basic time management. At the same time, with frequent on-site instruction, academic discipline issues are minimal.

The part of learning that takes place in the classroom is especially valuable for mastering specialties that involve visual demonstrations, experiments, and other hands-on skills.

During on-site classroom instruction, practice exercises, presentations, discussions, case studies, debates, short reflections, question-and-answer sessions, and simulations can be effective learning methods. While diagnostic tests, familiarization with lecture and theoretical material, work with vocabulary, consolidation and training of grammatical material, creation of mental and vocabulary maps can be left to the online part of the work.

Familiarized with the information at their own pace and time students come to class with an idea of the subject, the instructor then can offer more creative activities. Visual, audio and video materials, pre-recorded lectures are shown to be effective. Students note the convenience of working with visual and video materials, particularly audio recordings, as they only need a phone and headphones. On the other hand, it is easier to identify and correct mistakes or misconceptions.

There is collaboration among students and between students and instructor, creating a productive environment that increases motivation and performance.

Using this approach allows for gradual complication of self-study assignments, providing students with the tools to analyze, systematize, and creatively use information for future professional work. At the same time, more time in class is dedicated to improving students' fluency and presentation skills. The combination of personalized learning through computer-mediated communication and on-site instruction, which provides greater opportunities for personal control, allows for a balanced organization of the educational process.

### References:

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