



THE EFFECTIVENESS OF THE FLIPPED CLASSROOM IN PROMOTING  
ACTIVE LEARNING

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**Abstract:** *The flipped classroom model reverses traditional teaching by having students learn theoretical content at home and engage in interactive, practice-based activities in class. This approach promotes active learning, placing students at the center of the educational process while teachers act as facilitators. It allows learners to study at their own pace, review content multiple times, and apply knowledge through problem-solving and discussion. Its flexibility and adaptability make it effective for diverse student groups, supporting a holistic and meaningful learning experience.*

**Keywords:** *flipped classroom, inverted classroom, inverted teaching, active learning, teaching-learning process, education.*

Regardless of the level of education, school culture is made up of traditional elements that are difficult to change. In this school culture, lessons remain the main teaching and learning process, and their basic structure is described as largely unchanged. Classes, as a critical teaching-learning process in this school culture, remain, essentially and for the most part, without fundamental changes following the sequence: presentation of the contents by the teacher, and implementation of these contents in a very theoretical way<sup>29</sup>. Nevertheless, traditional classes, which are typically lecture-based, have certain limitations. In particular, in settings where knowledge is primarily delivered by the teacher, students' ability to concentrate and absorb information declines after about an hour. In addition, interaction with students is minimal, limiting opportunities for questions and engagement, and the expected passivity of students reduces both their interest and their ability to absorb the material.

Essentially, a flipped classroom reverses the traditional classroom structure: students engage in what would normally be learned in class at home, and study time is devoted to activities that would normally be given at home. Regarding the technologies used in this approach to teaching and learning, K.N.Valerievna<sup>30</sup> point out that: “The Inverted Classroom technology allows organizing preconditions for the self-directed learning within

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<sup>29</sup> Seedoyal-Seereekissoon, D. (2019). Flipped classroom versus traditional teaching and learning from students' perspective at interdisciplinary level: Case study at Middlesex University Mauritius.

<sup>30</sup> Valerjevna, K. N., Paul, V., Pavlovna, V. N., Anatoljevich, B. A., Aleksandrovna, V. E., & Aleksandrovna, B. A. (2020). Inverted classroom as innovative international educational technology in teaching doctors in global challenges era. In J. Veber & L. Guzikova (Eds.), *Proceedings of the New Silk Road: Business Cooperation and Prospective of Economic Development (NSRBCPED 2019)* (pp. 755–760). Paris: Atlantis Press.





the formal education framework. The acquisition of syllabus and competencies is organized the way that each student works under his/her own tempo, using the methods and tools that are common to modern students”.

According to Junio and Bandala<sup>31</sup>, more and more educational institutions and teachers are adopting the “flipped classroom” model, especially in the context of replacing traditional classroom activities and homework. This approach places the student at the center of the learning process, making learning dynamic and interactive, with the teacher taking on the role of a conductor and coordinator to help the student master knowledge. The “flipped classroom” methodology often takes some aspects of the teaching process outside the classroom. Students prepare material outside the walls of the educational institution using information and communication technologies (ICT), while teaching time is dedicated to activities that require greater participation and interaction between students and teachers, facilitating discussion, the development of ideas, and the construction of knowledge that is relevant to the change of generations - all with the help of new technologies.

The “flipped classroom” method, based on constructivism, encourages active learning and is an important methodology for using active knowledge design<sup>3233</sup>. Students learn the contents of the courses in a more consolidated way, and there is better and more fruitful interaction among the students, as well as between students and teachers. I believe that the “flipped classroom” method places active learning at the center of the learning process. It encourages students to delve deeply into the material, think critically, and apply what they have learned, making the learning process more dynamic and effective.

Students learn the course material more fully and holistically. This approach fosters more meaningful and productive interactions not only between students themselves, but also between students and teachers, which increases overall learning effectiveness. The flipped classroom method fosters a sense of community in students, encouraging them to share their knowledge and experiences with others. It also allows them to develop communication skills and express their own perspectives by delving deeper into the material and knowledge.

The effectiveness of the flipped classroom in promoting active learning can be seen through several main motivations for adopting this approach. One of the main reasons for implementing the inverted classroom method is to facilitate active learning and develop student-centered teaching, where students play a more active and participatory role in the

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<sup>31</sup> Junio, D. A., & Bandala, A. A. (2019). Innovating academic writing through flipped classroom instruction. Paper presented at the 2019 IEEE 11th International Conference on Humanoid, Nanotechnology, Information Technology, Communication and Control, Environment, and Management (HNICEM), La oag, Philippines, November 29 -December 1.

<sup>32</sup> Deng, F. (2020). Research on the flipped college English class based on - Knowledge Internalization. *Journal of Language Teaching and Research*, 11(3), 467-472. Available at: <https://doi.org/10.17507/jltr.1103.15>.

<sup>33</sup> Shapran, O. (2019). Features of using “Flipped Learning” technology in higher education institutions. *Professional Education: Methodology, Theory and Technologies*, 9, 226-243.





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learning process. This approach also helps students develop effective self-learners, encouraging them to take responsibility for their own learning and think critically about the material. In addition, the flipped classroom allows students to learn at their own pace, which is especially useful in heterogeneous groups where students have different levels of prior knowledge and skills. The method emphasizes practice and problem-solving activities during the lesson, providing opportunities for active application of knowledge rather than passive reception of information. Additionally, it allows for repetition of content in different formats and allows students to review lecture materials multiple times, enhancing comprehension and retention. Finally, the flipped classroom allows for more effective content coverage because class time can be devoted to interactive learning activities rather than just lectures. Overall, these factors highlight how the flipped classroom effectively supports active learning and enhances the overall learning experience.

In the flipped classroom model, students first learn the assigned content at home. After this stage, the classroom becomes an active learning environment where students apply the concepts they have learned independently. In this approach, the teacher's role shifts from being the primary transmitter of knowledge to that of a facilitator who supports students in acquiring and assimilating the material. Ideally, students enter the classroom already prepared, having previously engaged with the course content, which helps reduce the cognitive load typically associated with traditional lectures.

### **Conclusion**

The classroom has proven to be an effective way to promote active learning and transform traditional teaching methods. By changing the traditional classroom structure, this approach puts students at the center of the learning process, allowing them to independently study theoretical material at home and apply their knowledge interactively in the classroom. This approach not only develops deeper understanding and critical thinking, but also fosters collaboration and constructive cooperation between students and teachers. The model encourages independent learning, allows students to read at their own pace and review materials in different formats, which improves retention and comprehension. In addition, class time is optimized for problem solving, discussion, and practical application of knowledge, making learning more dynamic and interactive. The flipped classroom also supports a heterogeneous learning environment that allows students with different knowledge and skills to develop communication skills, creativity, and a sense of community among students. Overall, the flipped classroom effectively overcomes the limitations of traditional lecture-based learning, increasing engagement, motivation, and learning outcomes. Its flexibility, adaptability, and focus on active participation make it a powerful tool for modern education and emphasizes the crucial role of active learning in fostering a holistic and meaningful learning experience.





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