

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

SCIENCEPROBLEMS.UZ

**ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРБ МУАММОЛАРИ**

№ S/2 (4) – 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Хожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудири;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Каюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

Ижтимоий-гуманитар фанларнинг долзарб муаммолари” электрон журнали 2020 йил 6 август куни 1368-сонли гувоҳнома билан давлат рўйхатига олинган.

Муассис: “SCIENCEPROBLEMS TEAM” масъулияти чекланган жамияти

Таҳририят манзили:

100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил:

scienceproblems.uz@gmail.com

Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

07.00.00 – ТАРИХ ФАНЛАРИ

Полвонов Козимбек

ЎЗБЕКИСТОННИНГ ЖАНУБИЙ ШАҲАРЛАРИ ТОПОНИМИГА ОИД

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APPLICATION OF FLIPPED LEARNING METHODS IN THE UNIVERSITY CLASSROOM

Abstract. Mobile technologies have increasingly become widespread, offering convenience in our daily lives as well as significant potential for educational advancement. This case study explores university students' satisfaction with and perceptions of the use of flipped classroom methods in foreign language learning contexts. The study employs descriptive and quantitative analysis of responses from students studying English as a foreign language at the second English faculty at the Uzbek State World Languages University (UzSWLU). The findings provide insights for educators looking to implement flipped classroom methods effectively.

Key words: learning, flipped classroom, technology, online, offline, methods, results.

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ПРИМЕНЕНИЕ ПЕРЕВЕРНУТЫХ МЕТОДОВ ОБУЧЕНИЯ В ВУЗОВСКОМ КЛАССЕ

Аннотация. Мобильные технологии получают все большее распространение, предлагая удобство в нашей повседневной жизни, а также значительный потенциал для развития образования. В этом тематическом статье исследуется удовлетворенность студентов университетов и восприятие использования методов «перевернутого класса» в контексте изучения иностранных языков. В исследовании использован описательный и количественный анализ ответов студентов, изучающих английский язык как иностранный на втором факультете английского языка Узбекского государственного университета мировых языков (УзГУМЯ). Полученные результаты дают информацию преподавателям, стремящимся эффективно внедрить методы «перевернутого класса».

Ключевые слова: обучение, перевернутый класс, технологии, онлайн, офлайн, методы, результаты.

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UNIVERSITET SINFLARIDA FLIPPED TA'LIM METODINI QO'LLASH

Annotatsiya. Mobil texnologiyalar tobora kengayib borayotgan davrda, kundalik hayotimizda qulaylik va ta'limni rivojlantirish uchun katta imkoniyatlarni taqdim etmoqda. Ushbu amaliy tadqiqot universitet talabalarining chet tilini o'rganish kontekstlarida teskari sinf texnologiyalaridan foydalanishdan qoniqish va tasavvurlarini o'rganadi. Tadqiqotda O'zbekiston Davlat Jahon tillari universiteti (O'zDJTU) ning ikkinchi ingliz tili fakultetida ingliz tilini chet tili sifatida o'rganayotgan talabalar javoblarining tavsifiy va miqdoriy tahlilidan foydalanilgan. Topilmalar teskari sinf texnologiyasini samarali qo'llashga intilayotgan talabalar uchun tushuncha beradi.

Kalit so'zlar: o'rganish, teskari sinf, texnologiya, onlayn, oflayn, metodlar, natijalar.

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Introduction. Today, mobile technologies, the Internet, television, and mass media have opened the way to learning opportunities. This position allows learners to access and get any necessary information anywhere and at any time. In higher education, a “flipped” method of learning is becoming increasingly popular. In this model, students become involved in digitized or online lessons as homework, and the time spent in the classroom is used for active learning: discussion, peer teaching, presentation, group work, solving, calculating, and group work in groups. It is an approach that is used so that students can listen and watch a lecture at home in a more interactive way to enhance in-class lessons for students.

Thus, these trends in the field of education led many universities to conclude that it is necessary to integrate technology into the education system. As a result, this process was to serve as an alternative to the traditional, teacher-centered, non-interactive approach, where students memorize, learn, and accumulate information. It also shifts from placing the student at the center of this process and using task-based techniques in combination. They allow for a significant expansion of habits and skills beyond traditional boundaries. Bringing the learning process to a new level through technology, i.e. implementing digital learning methods such as learning is a process that numerous scholars have thoroughly analyzed.

Various formats of the flipped classroom facilitate the use of a complete flipped classroom. Teachers Bergmann and Sams [2] are often credited with describing this educational model. However, the term “flipped classroom” was first described in 1997 by Bennett and Debbie Baker [6], when Baker also conveyed his idea of the “reverse” approach of the “flip” using the full name “class flip” [1]. In addition, Lage et al. the term “inverted classroom” was introduced. This was the first article that clearly described, and it was a landmark as the beginning of a flipped classroom methods for a wide audience.

Banerjee’s study, which assessed the effectiveness of integrating offline and online instructional methods using tools such as Blackboard and Google at a small college in translation, revealed that students were content with utilizing technology for learning purposes. They highlighted its enhanced convenience, greater self-directed learning control, and improved communication [3]. However, they still expressed a preference for offline instruction due to the personal interaction it facilitates, as opposed to interacting solely with computers.

According to I.Kh. Berdiyeva, for the organization of the Flipped Classroom model, the following components are necessary [9; p. 1147]:

- online platform open to everyone for distance education;
- text, audio and video educational materials;
- power point presentations;
- content that provides online communication between the teacher and the student.

That is why, it should be added that with the help of the given model, students’ responsibility in the process of learning increases. Moreover, D. Ashurova noted that including students in the topic before the lesson on online content allows saving the time of explaining the material a second time in this lesson. However, the flipped learning model has the following advantages [8; p. 130]:

- 1) ease of working with a group;
- 2) there is no need to restyle established lesson schedules;
- 3) no major changes in the classrooms are required;
- 4) this model effectively implements individual self-activity.

Despite the extensive body of research on flipped learning, there have been only a limited number of studies, to the researcher's knowledge, that have delved into the perceptions of students regarding the utilization of flipped learning in English Language settings in Uzbekistan. This study aims to explore students' attitudes towards the implementation of flipped classroom methods in the context of learning English.

Methods. The study applied the flipped learning model of instruction to two distinct sections of a course called "Fundamentals of public speaking," which was offered to third-year students by the Department of English in pre-school and primary education at the second English faculty of Uzbek State World Languages University (UzSWLU). Each section consisted of 30 students.

According to the department's approved study plan, the primary goal of this speech communication course is to enhance students' self-confidence in public speaking within the student body. Throughout the course, students have the opportunity to improve their speaking accuracy and fluency, as well as their effective use of gestures and appropriate body language, in order to strengthen their overall communication skills and confidence. The course typically focuses on two speech genres: informative and persuasive.

During six months, a course that included eight classes in total was taught. The classes took place three times a week, and one day was devoted to virtual learning tasks. The remaining two classes represented the traditional offline class performance, in which students presented speeches in front of each other.

To implement the flipped classroom approach in the course, students were required to study assigned readings and videos before the in-person courses. These courses were conducted using the in-class form of performance, which means that no textbook was applied. Several different resources were used instead, including online readings, PowerPoint presentations, and YouTube videos. A change in the course format led to the application of new grading techniques and requirements. The material on each topic was presented in the form of a YouTube video depicting the subject, a PowerPoint, and readings. In addition, the students were provided with a lesson plan and several clearly defined mini-tasks. These mini-tasks, which were assigned before the offline performance classes, required applying written information about the subject of the speech, highlighting the readings, PowerPoint slides, and YouTube videos. Every week, students were asked to learn to present a mock speech and to participate in a forum discussion devoted to the current topic of the course; as soon as these tasks were completed, they were assessed and discussed between the offline classes. The virtual class meetings were organized to enable students to apply their acquired knowledge in a synthesized, analytical, and problem-solving manner.

To assess the progress of students, a revised rating system was implemented, increasing the weight of activities and learning tasks conducted both inside and outside the classroom from the standard 20% to 30% of the overall course work.

A survey was conducted to gather student feedback on the integration of in-person and online learning. The questionnaire focused on their overall impressions of the new course elements, including the redesigned course structure utilizing the flipped learning model, the updated course format employing the flipped classroom approach, and the novel online learning environment facilitated by the e-learning platform.

Results and discussion. The analysis of questions reveals whether flipped learning is popular amongst students, as only almost 27% of them stated that they have never heard about it. The most likely cause of their prior knowledge about flipped learning is that they heard about it from other students who were taking other flipped learning courses in the same semester

with other instructors in other departments of the Faculty. In contrast, 49% of the students have other ideas about what flipped learning might be, as only almost 27% of them realized before taking the course that flipped learning is actually about using online sources and submitting assignments online. In contrast, only 22% of the students think that this method of learning is actually about using both offline meetings and online tools. Almost 14% of the students also believe that flipped learning is a burdensome way of learning that will force them to do and submit many assignments. Furthermore, 7% of the participants state that they do not have mobile access to the internet at all times, while 3% of them claim that the videos they were required to review were lengthy, and they are always scared that they may not have correctly uploaded the assignment for the instructor on the e-learning.

These percentages imply the necessity of orienting the students at the beginning of the semester to make them familiar with what flipped learning is and how that might benefit those students and remove any misconceptions that any of those students who are already exposed to flipped learning might have.

Through the above study findings, it can be seen that flipped classroom instruction is an effective implement to progress from the traditional educational model to the latest education model. This way of teaching encourages students to learn on their own, as such they develop both analytical and critical thinking skills. With it, students can work with others and acquire knowledge in a manner that suits the way they learn and their particular interests. It achieves student-centered instruction. In this way, the form in which the model is executed then becomes the instructor's task to correct. This kind of training mode transforms the teacher from a supplier of knowledge into a facilitator.

The study also offers some considerations for instructors who want to develop their blended learning with a flipped classroom format.

Conclusion. The findings of this study indicate that flipped classroom strategies are effective in transitioning from traditional educational systems to more contemporary methods. These methods promote student-centered learning, which facilitates the development of students' analytical and critical thinking skills. The study also provides insight into the important considerations that instructors should address when teaching courses using the flipped classroom model.

The study's findings indicate that flipped learning effectively merges traditional offline instruction with modern technology to encourage interactive collaboration, a crucial aspect of contemporary classrooms. Additionally, it reveals that flipped learning offers a personalized learning experience through a range of activities, collaborative tools, online discussions, and tailored feedback for students. Furthermore, the results demonstrate that successful flipped learning necessitates a balance between course material and the number of tasks and activities assigned to students, while aligning with learning objectives. The collected data also illustrate that the flipped classroom model helps mitigate the infrastructure challenges associated with using modern technology in education, enabling students to engage with videos and readings in preparation for class discussions anywhere and at any time, not limited to on-campus access.

The study's findings highlight the importance of thoughtfully selecting tasks and activities, both visual and textual, within an e-learning platform to engage students and enhance their motivation to learn. Overcoming computer illiteracy and apprehension toward new learning activities is also crucial for successful technology integration in the classroom. The study suggests that providing ongoing technical support, such as tailored manuals for the virtual learning environment and access to IT assistance, can help address these challenges.

In conclusion, additional research is necessary, along with the collection of more data, to draw generalized conclusions about students' attitudes towards flipped classroom design. The study should also explore the specific activities and assignments that enhance student engagement and contribute to an improved experience with flipped classroom methods. Furthermore, it should address the technical and logistical challenges encountered by both teachers and students in the context of flipped learning.

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