

THE IMPACT OF THE FLIP TEACHING METHODOLOGY ON FOREIGN LANGUAGE ACQUISITION

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Today's educational environment and the effectiveness of teaching English, especially in the context of future personnel training, is of particular importance. Using English is not only a general language competence, but also the ability to communicate accurately, clearly and quickly in a professional manner. In this regard, it is of interest to apply innovative approaches to teaching, in particular the FLIP methodology, as well as to compare and combine it with the traditional teaching in class format.

FLIP (Flipped Learning) is a pedagogical model or methodology in which the traditional order of the educational process is changed: students first learn new material on their own (usually through teacher-recommended videos, different studying materials, presentations or other digital resources), and then apply the acquired knowledge in practice during a face-to-face class through discussion, assignments, analysis of the experience gained, etc. This model is aimed at intensifying learning, developing critical thinking, increasing students' autonomy, and making more efficient use of classroom time.

FLIP training involves changing the traditional structure of the classroom: instead of teaching theory in the classroom, students learn it independently, in advance, and during classes they are engaged in active application of knowledge, solving practical problems and communicating. This methodology approach is especially valuable in learning English for special purposes, English as a foreign language, where the priority is to a conversational practice, the use of professional phraseology and an orientation to the simulation of real work situations.

Compared to traditional face-to-face training, which is mostly based on the lecture-seminar model, FLIP allows for more effective use of classroom time. However, classic face-to-face training has undeniable advantages – in particular, direct interaction with the teacher, the ability to quickly correct language errors, as well as live contact, which contributes to better memorization of new lexis and appropriate materials in the context of the future career.

At the same time, the FLIP model methodology requires certain conditions: high students' independence, access to high-quality educational content,

the availability of free time for self-training, as well as the active role of the teacher as a tutor. In the absence of these factors, the effectiveness of this methodology may be reduced. A teacher as a facilitator or a tutor is a person who promotes effective group interaction, helps participants achieve a common goal or make a decision by organizing a discussion process, activating communication and maintaining neutrality regarding the content.

During each semester, classes are held four times in person – with a teacher in the classroom, the rest of the time students study a foreign language independently using materials, sites, presentations, books recommended by the teacher. They study everything at their own pace and spend as much time as they need. It is very important that there is time to reflect on the knowledge gained and to formulate meaningful questions.

If the received material is learned, controlled testing of knowledge takes place and new material is provided. Process of learning is monitored using specially selected tests.

In the educational process, a teacher as a tutor who does not simply transfer knowledge, but creates conditions for independent discovery, stimulates the active participation of students, moderates discussions and supports an atmosphere of cooperation.

The most promising is the combination of two methodologies – the so-called blended learning, in which the theoretical material is mastered within the framework of the FLIP methodology, and the practical part – in a live format. This provides flexibility in the educational process, individualization of the pace of knowledge acquisition and maximum effectiveness of speech practice.

Research and pedagogical practice show that students who study in a blended model demonstrate better results in foreign language competence in professional usage of language, show greater confidence in using plain or so-called general English, and are better able to maintain a communication with the foreign specialists from various fields of activity.

Thus, the integration of the FLIP methodology into the process of training specialists not only increases the effectiveness of training, but also makes it more modern, technological and closer to the real conditions of future professional activity. It helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class.