

**Developing listening and speaking skills of B2 level students in higher education
based on the availability of "Flipped Classroom"**

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Abstract: This study examines the effectiveness of the flipped classroom approach in developing B2-level students' listening comprehension and speaking skills in higher education institutions. In modern language education, the focus has shifted from purely grammatical competence to the ability to communicate effectively in real-life contexts. However, many students still face challenges in understanding spoken English and expressing their ideas fluently due to teacher-centered instruction, limited interaction, and insufficient use of authentic materials. This research aims to evaluate the advantages of the flipped classroom model, where students engage with instructional content before class and participate in interactive, communicative activities during class time. A mixed-methods approach was employed, involving experimental and control groups. The experimental group used pre-class video lectures, podcasts, and authentic audio-visual materials, while class time was dedicated to discussions, debates, role-plays, and problem-solving tasks. The control group followed traditional teaching methods. Data from pre- and post-tests, observations, and questionnaires revealed that the experimental group showed significant improvement in listening accuracy, identifying main ideas, and speaking fluency. Students also reported increased confidence and active participation. The findings suggest that the flipped classroom approach enhances independent learning, promotes engagement, and creates a communicative learning environment. It is concluded that this model is an effective and innovative method for improving B2-level language skills in higher education.

Keywords: Flipped classroom, EFL, listening comprehension, speaking skills, B2 level, higher education, communicative competence, student engagement, learner autonomy, language teaching

**“Flipped classroom” yondashuvi asosida oliy ta’lim muassasalarida B2
darajadagi talabalarning tinglab tushunish va og‘zaki nutq ko‘nikmalarini
rivojlantirish**

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Аннотация: Данное исследование направлено на изучение эффективности подхода «перевернутого класса» в развитии навыков аудирования и говорения у

студентов уровня B2 в высших учебных заведениях. В современных условиях обучение иностранным языкам ориентировано не только на грамматическую компетенцию, но и на способность эффективно общаться в реальных ситуациях. Тем не менее, многие студенты испытывают трудности в понимании устной речи и свободном выражении своих мыслей, что связано с традиционными методами преподавания, недостатком интерактивности и ограниченным использованием аутентичных материалов. Цель исследования — оценить преимущества модели «перевернутого класса», при которой изучение нового материала происходит вне аудитории, а учебное время посвящается интерактивным заданиям. В работе использован смешанный метод с участием экспериментальной и контрольной групп. Экспериментальная группа использовала видеолекции, подкасты и аутентичные материалы до занятий, а в классе выполняла коммуникативные задания. Контрольная группа обучалась традиционным способом. Результаты тестов, наблюдений и анкет показали значительное улучшение показателей экспериментальной группы, включая точность аудирования, умение выделять основную мысль и беглость речи. Также отмечено повышение уверенности и активности студентов. Полученные результаты подтверждают эффективность данного подхода.

Annotatsiya: Ushbu tadqiqot oliy ta'lim muassasalarida B2 darajadagi talabalarining tinglab tushunish va og'zaki nutq ko'nikmalarini rivojlantirishda “flipped classroom” (teskari sinf) yondashuvining samaradorligini o'rganishga qaratilgan. Zamonaviy ta'limda asosiy e'tibor nafaqat grammatik bilimlarga, balki real hayotiy vaziyatlarda samarali muloqot qila olish qobiliyatiga qaratilmoqda. Shunga qaramay, ko'plab talabalar tinglab tushunish va erkin gapirishda qiyinchiliklarga duch kelmoqda. Tadqiqotda aralash metodologiya asosida eksperimental va nazorat guruhlari tashkil etildi. Eksperimental guruh darsdan oldin video ma'ruzalar, podkastlar va autentik materiallar orqali bilim oldi, dars jarayonida esa muhokama, debat, rolli o'yin va muammoli vazifalarni bajardi. Nazorat guruhi esa an'anaviy usulda ta'lim oldi. Natijalar shuni ko'rsatdiki, eksperimental guruh talabalarining tinglab tushunish aniqligi, asosiy g'oyani ajratish va og'zaki nutq ravonligi bo'yicha sezilarli darajada yaxshilandi. Talabalar o'ziga bo'lgan ishonch va faollik oshganini ham ta'kidladilar. Tadqiqot natijalari ushbu yondashuv samarali va innovatsion ekanligini ko'rsatadi.

Zamonaviy ta'lim tizimida xorijiy tillarni o'qitish jarayoni nafaqat grammatik bilimlarni egallash, balki real kommunikativ vaziyatlarda samarali muloqot qila olish ko'nikmalarini shakllantirishni ham o'z ichiga oladi. Ayniqsa, B2 darajasi talabalardan murakkab mazmundagi nutqni tushunish, fikrini asosli tarzda ifodalash va turli kommunikativ vaziyatlarda faol ishtirok etishni talab qiladi. Biroq amaliy kuzatuvlar shuni ko'rsatadiki, oliy ta'lim muassasalarida tahsil olayotgan ko'plab talabalar tinglab tushunish va og'zaki nutq ko'nikmalarini yetarli darajada rivojlantira olmayapti. Bu muammo ko'pincha an'anaviy, o'qituvchi markazli dars metodlari, cheklangan interaktiv faoliyat va autentik materiallarning kam qo'llanilishi bilan bog'liq.

Mazkur tadqiqot "flipped classroom" (teskari sinf) yondashuvining B2 darajadagi talabalar til ko'nikmalarini rivojlantirishdagi samaradorligini aniqlashga qaratilgan. Ushbu yondashuvda o'quv materiallari dastlab darsdan tashqari muhitda mustaqil o'rganiladi, dars jarayoni esa asosan amaliy mashg'ulotlar, muhokamalar va interaktiv faoliyatlarga bag'ishlanadi. Tadqiqotning asosiy maqsadi — tinglab tushunish va gapirish ko'nikmalarini rivojlantirishda ushbu modelning afzalliklarini tahlil qilish hamda uning ta'lim jarayoniga ta'sirini aniqlashdan iborat.

Tadqiqot davomida aralash metodologiya (mixed methods) qo'llanildi. Unda kvazi-eksperimental dizayn asosida ikki guruh — eksperimental va nazorat guruhlari tashkil etildi. Eksperimental guruhda "flipped classroom" modeli asosida ta'lim olib borildi: talabalar darsdan oldin video ma'ruzalar, podkastlar, autentik audio va video materiallar orqali tinglab tushunish ko'nikmalarini rivojlantirdilar. Dars vaqtida esa ular guruhli muhokamalar, debatlar, rolli o'yinlar va muammoli vaziyatlarni hal qilishga qaratilgan topshiriqlarni bajardilar. Nazorat guruhida esa an'anaviy metodlar asosida, ya'ni dars jarayonida yangi material tushuntirilib, keyinchalik mashqlar bajarish orqali o'rganish tashkil etildi.

Ma'lumotlar yig'ish jarayonida diagnostik testlar (pre-test va post-test), kuzatuv natijalari hamda talabalar fikr-mulohazalarini aniqlashga qaratilgan so'rovnomalardan foydalanildi. Olingan natijalar tahlili shuni ko'rsatdiki, eksperimental guruh talabalari tinglab tushunish aniqligi, asosiy g'oyani ajratib olish qobiliyati hamda og'zaki nutq ravonligi va mantiqiyliги bo'yicha sezilarli darajada yuqori ko'rsatkichlarga erishdilar. Shuningdek, ular o'z fikrini erkin ifodalashda ishonch hosil qilganliklarini va dars jarayonida faolroq qatnashganliklarini ta'kidladilar.

Tadqiqot natijalari shuni ko'rsatadiki, "flipped classroom" yondashuvi talabalarning mustaqil o'rganish ko'nikmalarini rivojlantirish, ularni faol o'quv

jarayoniga jalb etish hamda real kommunikativ vaziyatlarga yaqin sharoit yaratishda muhim ahamiyatga ega. Ushbu model orqali dars vaqtidan samarali foydalanish, yuqori darajadagi kognitiv faoliyatni tashkil etish va talabalar o'rtasida hamkorlikni kuchaytirish imkoniyati yuzaga keladi.

Xulosa qilib aytganda, "flipped classroom" yondashuvi oliy ta'lim tizimida ingliz tilini o'qitishda innovatsion va samarali metod sifatida qaralishi mumkin. U B2 darajadagi talabalarning tinglab tushunish va gapirish ko'nikmalarini rivojlantirishda ijobiy natijalar beradi hamda zamonaviy ta'lim talablariga mos keladi. Kelgusida ushbu yondashuvni turli darajadagi o'quvchilar va boshqa til ko'nikmalariga tatbiq etish istiqbolli yo'nalishlardan biri hisoblanadi.

Foydalanilgan adabiyotlar

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