

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ «ПЕРЕВЕРНУТЫЙ КЛАСС» ПРИ ОБУЧЕНИИ ПРАКТИКЕ РЕЧИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Статья направлена на рассмотрение и оценку технологии перевернутого класса для обучения речевой практике на английском языке. Подход «перевернутого класса» может способствовать развитию высококачественных способностей к обучению и может помочь учащимся и преподавателям. Метод дополняет традиционные технологии обучения, повышает учебную мотивацию студентов и дает им возможность реализовать свой интеллектуальный и творческий потенциал.

Ключевые слова: *перевернутый класс, онлайн ресурсы, занятия в классе и внеклассная работа, коммуникация, речевые навыки.*

FLIPPED CLASSROOM TECHNOLOGY FOR TEACHING SPEECH PRACTICE IN ENGLISH

This article aims to consider and assess flipped classroom technology for teaching speech practice in English. Flipped classroom approach could build high-quality learning ability and it could help the learners and teachers. This method complements traditional technologies of teaching, enhance the learning motivation of students and provide them with possibilities to realize their intellectual and creative potential.

Keywords: *Flipped classroom, online resources, in and out of class activities, communication, speech skills.*

Speaking has always been the most challenging skill for foreign language learners. There are various reasons behind that difficulty among which are the absence of the right context that allows students to speak the language for authentic communicative reasons. This does not allow students to practice language use, which leads to lack of fluency in oral communication among most language learners. As for teaching English as a foreign language in all stages of learning and in secondary education in specific in most countries, the speaking skills are not part of the assessment in governmental schools. Most governmental schools do not have language labs and if they do, they are not used. Hence, there are no classes for developing learners' speaking skills. Regarding the objectives of the curriculum that are set forth by the Ministry of Education, there are objectives that address listening and speaking skills however in reality they are not put into effect as stated by English teachers in the interviews conducted with some random sample of secondary stage teachers.

The oral skills are not given the attention they deserve in comparison to the other language skills. That led to most students' lacking of needed communication skills when trying to express themselves in English. To develop students speaking fluency in English as highlighted in the English curriculum objectives students, this study addresses the following main question: How can teachers improve students' speaking skills in light of the flipped classroom?

The teaching of English language skills has changed dramatically over the time. For the most part, language teaching is based on traditional approaches. In its most basic sense, this way of teaching involves "the transfer of knowledge from the teacher to the students, and the goal is to get the student to do something." [2, p. 15]. However, different teaching philosophies have also emerged in the field of language teaching. For example, as many scholars argue, social constructivism supports the idea that learning takes place in a social environment, and social interaction is an important aspect of enhancing cognition [2, p. 34].

The flipped classroom was born when two chemistry teachers, Jonathon Bergmann and Aaron Sams, uploaded recorded presentations of their classes to absent students online in 2007. They asked them to watch instructional videos before class at home and then do their homework, and when they arrived at the class, the teachers