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THE APPLICATION OF FLIPPED CLASS TECHNOLOGY BY FUTURE ENGLISH TEACHERS IN THE COURSE OF THE LESSON.

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Flipped class technology is considered one of the sub-models of mixed education. There are many models of mixed education technology, which are being used productively by universities that have entered the tor-1000.

Today there are interactive platforms on blended learning such as AhaSlides, Miro and Flipgrid. Such platforms are a means of effective mixed education that attracts students to be interested in face-to-face and virtual study rooms. Cum ladan, students are related to education through these platforms it can take advantage of quizzes, games, mental attacks and many other possibilities. The result of using this method was 90%.

There are 12 common models of mixed education technology. For example, the rotation model of mixed education technology includes the following four sub-models: the inverse class model (Flipped Classroom Model), the station rotation model (Station Rotation station ni rotation model (Station Rotation model), the laboratory exchange model (Lab Rotation Model), and the individual exchange model (Individual Rotation Model).

Inverse class (Flipped Classroom) sub-model:

- watch videos so that students have basic understanding and knowledge before the start of training so that they can gain more depth and efficiency in obtaining modern education they will have to do, read educational materials and conduct independent research. Taking into account the development of mental activity and competencies, with an individual approach to each student by professors at the time of classes, explains the topic through the established tasks to students based on their interest in simple language and gives directions. As an example, professors and teachers of the University of Brunel in the United Kingdom have observed through this methodology that students conscientiously perform so-called "homework", which is performed after classes, as well as actively participate in group discussions. This method showed that it had 92.5% sama radar.

When using the reverse class (Flipped Classroom) sub-model, students go to a higher education institution for an on-site online education course or subject, and then face-to-face, faculty-led internships or projects, instead of traditional homework. The primary delivery of content and training is online, which distinguishes "Flipped Classroom" from students doing online homework at night.

The traditional approach to teaching in the flipped class will be the opposite. Instead of conveying new content during class time and giving homework for practice, teaching materials are available to students from the start of class will be presented before. It frees up valuable lesson time for more interactive and fun activities, allowing students to at their own pace with content. The process of conducting classes at the reverse class involves several main stages.

The traditional approach to teaching in the reverse class will be the opposite. Homework to convey new content and practice during class instead of giving, teaching materials are provided to students before the start of the lesson. This allows students to get to know the content at their own pace, freeing up valuable lesson time for more interactive and fun activities. The process of conducting classes in a flipped class involves several main stages.

1) preparation of educational materials:

- one of the most common ways to convey content in the reverse class when creating video reports is video lectures. They can be recorded by professors using a screen capture program or by selecting available instructional videos from trusted sources. The videos should be compact, fun and cover the basic concepts that students need;

- in addition to video reports in the design of additional materials, professors and teachers are required to enhance learning they can provide additional resources such as reading, worksheets, or online quizzes. These materials must match the content of the video and help students understand the subject more deeply.

2) distribution of materials:

– when choosing a suitable platform, an online platform or education management system is chosen to accommodate and distribute learning materials (popular options include Google Classroom, Moodle or Canva). Selected platform all students it is made sure that it is open to and supports different file formats;

- in explaining the waste of time, students are clearly told how they should access and deal with pre-class materials. Instructions are given on where to find resources, how much time it takes to review them, and any specific tasks that you must complete before arriving at the class.

3) encourage pre-Class Activities:

– when setting deadlines, the deadlines for the performance of pre-class work for students are established. This will help to form responsibility and ensure that everyone is ready for personal discussions;

– the development and transformation of students is regularly checked to identify any potential problems or areas where additional support may be needed when monitoring progress. This can be done through online quizzes, discussion boards, or brief thinking assignments.

4) in-Class Activities:

– when facilitating active learning, a lesson is used for interactive activities that help to deeper understand and apply the concepts covered in the pre-lesson materials. This may include group discussions, problem solving exercises, case studies, simulations, or practical experiments;

– in guidance and support, when students participate in training, professors and teachers must be prepared to answer questions, give explanations and provide guidance. This personal focus helps to overcome any misconceptions or difficulties that students may encounter in their independent process.

5) assessment of learning outcomes:

– when using formative assessment, the audience can take the form of quizzes, short written feedback, concept maps, or peer assessment throughout the process;

– when offering timely feedback, professors must provide feedback on the activities of students in time to guide them in the direction of their studiesis. This feedback can be given individually to eliminate common misconceptions, or the entire audience can share with.

By completing these stages, professors can effectively conduct classes in a changing audience, be interesting and they can create a student-oriented learning environment.

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