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**IMPLEMENTING FLIPPED CLASSROOM METHOD IN TEACHING PHRASAL VERBS****ВНЕДРЕНИЕ МЕТОДА ПЕРЕВЕРНУТОГО КЛАССА В ПРЕПОДАВАНИЕ ФРАЗОВЫХ ГЛАГОЛОВ****FRAZALI FE‘LLARNI O‘RGATISHDA FLIPPED CLASSROOM (TESKARI SINIF) METODINI QO‘LLASH**

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**Abstract**

The following article investigates the effectiveness of the newly established “Flipped classroom” method into EFL classes in teaching phrasal verbs. As of the most difficult language components, phrasal verbs require a special attention in the teaching process. The findings can illustrate the successful alliance of the flipped method and phrasal verbs retaining an engaged and intriguing learning atmosphere in the classroom.

**Аннотация**

В данной статье исследуется эффективность нового метода «Перевернутый класс» на занятиях по английскому языку как иностранному при обучении фразовым глаголам. Как наиболее сложные языковые компоненты, фразовые глаголы требуют особого внимания в процессе обучения. Результаты могут проиллюстрировать успешный союз перевернутого метода и фразовых глаголов, сохраняющих вовлеченную и интригующую атмосферу обучения в классе.

**Annotatsiya**

Ushbu maqola frazali fe‘llarni o‘rgatishda ingliz tili darslarida yangi “Flipped classroom” usulining samaradorligini o‘rganadi. Tilning eng murakkab tarkibiy qismlari sifatida frazali fe‘llarga o‘qitish jarayonida alohida e‘tibor talab etiladi. O‘rganish natijasida erishilgan maqsadlar sinfda diqqat e‘tiborli va qiziqarli o‘quv muhitini saqlab qolgan “flipped” usul va frazali fe‘llarning muvaffaqiyatli birikmasini namoyon etishi mumkin.

**Key words:** implementation, phrasal verbs, flipped method, flipped classroom, integration, authentic.

**Ключевые слова:** реализация, фразовые глаголы, перевернутый метод, перевернутый класс, интеграция, аутентичный.

**Kalit so‘zlar:** amalga oshirish, frazemali fe‘llar, teskari usul, teskari sinf, integratsiya, autentik.

**INTRODUCTION**

Innovative technologies have been tremendously developing having a remarkable effect in different spheres of life. Education is a huge experimental field, testing absolute various ways of facilitating delivering knowledge and increasing productivity of the students in the studying process. Language teaching methods can make the students fully engaged and interested in the learning process and impact on their overall comprehension results if the instructor chooses and implements appropriately[1]. J.C. Richards and Rodgers (2001) pointed out that “a teaching method applied by the teacher during the lesson has a significant impact on the students’ engagement in the learning process and the quality of their learning outcomes”[2]. Flipped classroom method is considered one of the most popular methods in education a lot of people undoubtedly heard of. The following stages will discuss the use of the aforementioned method in teaching phrasal verbs which notably considered one of the most difficult phrases to learn and make use of correctly.

**LITERATURE REVIEW AND METHODOLOGY**

Learning English language not deepening into the specific grammatical and language features may seem easy, et, it still can cause several difficulties if one wants to become a natural user of the language. One of the most problematic fields of English language is considered phrasal verb that hardly exists in any other language with the same structure, form and features. According to the J.Povey’s definition “phrasal verb is a combination of an “ordinary” (one-word) verb (eg. come, give, put) and an adverbial or prepositional particle (eg. in, off, up), or sometimes both, which constitutes a single

semantic and syntactic unit"[3]. According to the recent survey carried out EFL students, usually face challenges in learning phrasal verbs because of their polysemous nature, difficulties in fully comprehending the meaning and misunderstandings when the meaning of a phrasal verbs expression does not match with the word they come up with. One of the biggest mistakes of the teacher in delivering phrasal verbs lessons is choosing wrong approaches and methods. By doing so they subconsciously impact on students' avoiding phrasal verbs in their further language practices.

Modern linguists and pedagogues have been seeking for instructional methodologies that can considerably improve comprehension as well as motivation of students to excel (Johnson, Adams Becker, Estrada, & Freeman, 2014). One of the modern and unique methods that significantly demonstrated the uniqueness and efficiency is Flipped classroom learning. According to Flipped Learning Network "flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive, learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter"[4]. In traditional way of studying programs, students acquire knowledge in the classroom, such as via lecture, and practice it at home via homework. In other hand, flipped learning gives students a chance to acquire knowledge at home, such as via watching videos or other materials distributed by the teacher and practice the skills in class, where the teacher can easily monitor and correct the student. This provides "a dynamic and interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter"[5].

In order to effectively cultivate teaching phrasal verbs, flipped classroom lessons can be tested in the teaching process. The instructor prepares useful materials (videos, handouts etc.) beforehand. To make the learning easier to understand and catch the meaning, phrasal verbs can be selected on specific subject or theme. There are a number of prominent and gladly used, by many, phrasal verb practice books, class books, dictionaries, and mobile applications instructors can choose as a basic source of teaching analyzing the advantages and disadvantages looking through them carefully. Among them English Phrasal Verbs in Use by Cambridge University press, English for Everyone: Phrasal verbs by DK London contain a huge variety of exercises and visual explanations of phrasal verbs thematically extracted and presented. Students get acquainted with the topic at home and prepare a list of questions they would like to get answered. The instructor prepares activities bonding with the given list of phrasal verbs.

The exercises listed below are useful resources for learning and solidifying phrasal verbs:

- ✓ Test assignments for proper postposition usage;
- ✓ Situational paraphrasing. The instructor gives the pupils cards with different scenarios on them;
- ✓ Using authentic materials is another highly effective method;
- ✓ It is advised to note the phrasal verbs that have been learned and arrange them according to the initial element. Students may better understand the verb's multiple meanings, recall the contexts in which it is used, and receive assistance while completing activities involving the usage of phrasal verbs in speech thanks to this methodical approach to information presentation[6];
- ✓ A key method to learn PVs, mostly the ones with figurative meaning, faster and easier is "association". According to research, the association approach increases students' interest in the subject and fosters their creativity and communication abilities. Phrasal verb memorization can be greatly aided by the use of sound and visual connections[7].

### DISCUSSION AND RESULTS

The results of the research can undoubtedly demonstrate a remarkable qualitative improvement on the academic performances of the students. The multimedia tools, comprehensive, and accessible information given before the beginning of the class, facilitate the functions of the teacher with his students. Since the students have already reviewed the list of phrasal verbs with the possible meanings it can optimize the class learning process due to the basic concepts understood. The main reason of implementing the "flipped classroom" concept is that the students can have a chance to be able to train before entering the classroom and can devote themselves to deepening knowledge. It can also help the instructor to be informed about the weaknesses and strengths of each student. Thus helping them in particular, facilitating the instructor of groups for reinforcement among classmates.

Students can use earlier handled explanations about the phrasal verbs at all times, and therefore they can devote more time to content or the challenges in which each student has greater weaknesses. Then they can reinforce the subjects with the instructor, perform group work or authentic

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tasks like organizing role plays or writing short stories using familiar phrasal verbs with the classmates and focus on conversational challenges, which are all necessary when learning and using phrasal verbs in an appropriate ways and situations. Likewise, the Flipped Classroom promotes two-way communication between the instructor and the student, breaking the wall between “trainee” and “trainer”, generating a much more pleasant and efficient climate in the classroom[8].

The way of giving more independence and self-taught atmosphere helps the student generate a better reminder of the contents, in addition to a greater dynamism in the class. Apart from that it gives much more joy to the students and increases the perception of knowledge acquisition. One of the many idiosyncrasies of flipped class learning in teaching phrasal verbs is that a team spirit in which students resolve their doubts among themselves, even outside the classroom it encourages making them more proactive. The given homework content on the thematic topic of phrasal verbs can be learned by students before class, leaving their doubts to the teacher, and thus optimizing the time in the classroom that can be invested in strengthening practical use of these verbs.

Therefore, it can be observed that the availability of this special teaching approach integrating with phrasal verbs can provide a comprehensive solution to the difficulties associated with learning English phrasal verbs.

### CONCLUSION

In conclusion, phrasal verbs are a linguistic phenomena that is a necessary component of learning English. Since phrasal verbs are regarded as an important component of verbal, commercial, and even formal forms of English communication, there are several arguments to support the aforementioned claim. However, because they are polysemous and have no connection to the meaning of the words they represent, studying them may not seem very enjoyable. To make the learning and teaching effective the integration of the “flipped classroom” method has proved to be successful. According to the study demonstrated it can be concluded that the implementation of the method along with teaching phrasal verbs appreciably enhanced students’ acquisition, memorization and application of phrasal verbs. Moreover, the impact of the given method on the retention of the dynamic, active, and friendly atmosphere has proved to be successful.

The instructors can adapt and integrate the flipped classroom method into their instructional practices to develop students’ comprehension and mastery of phrasal verbs. By creating a friendly and engaging learning environment, the flipped method promotes student engagement, motivation, and active participation. Further research processes to explore the long-term effects of the flipped classroom method and its implementation to other language components is welcomed.

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