

**N.O. Lysenko,**  
**associate Professor of the Department of Fundamental**  
**and Language Training of National University of Pharmacy, Kharkiv**

**O.O. Lytvynenko,**  
**associate Professor of the Department of Fundamental**  
**and Language Training of National University of Pharmacy, Kharkiv**

**N.O. Tomarieva,**  
**assistant of Foreign Languages Department,**  
**National University of Pharmacy, Kharkiv**

## **PROBLEMS OF THE FLIPPED CLASSROOM IN THE DISTANCE TEACHING OF UKRAINIAN LANGUAGE**

**Introduction.** In modern conditions, when teaching in educational institutions is provided in a mixed form, with the elements of distance learning involved, it is especially important to use the latest methods of both teaching and testing of acquired knowledge and skills.

Having the access to the MOODLE and ZOOM platform, as well as using Google classes, we consider such a learning model as "Flipped classroom" to be quite promising.

The first flipped classroom model was first used in 2007 by American teachers Jonathan Bergman and Aaron Sams, who have long debated how to provide their lectures to the athletes who often skip classes. In a while, this idea developed into a new educational direction, but at first it was the usual Power Point presentations, to which teachers added voice guidance and posted on the Internet.

**Materials and methods.** In our research the comparative method of analysis has been used. "Flipped classroom" is a type of blended learning, the main feature of which is that the homework for students is to work in an online environment: watching educational videos or information resources to process new learning material or consolidate what has already been learned. Instead, during the

classroom (or virtual lesson on the ZOOM platform) students under the guidance and with the help of the teacher perform practical tasks on the topic, which they have mastered independently.

What are the advantages of this model? We believe that the "Flipped classroom" modifies the role of the teacher in the learning process. From the main translator of knowledge, the teacher becomes an assistant - consultant and coordinator. This, in turn, teaches students to search independently, eliciting the need to find creative solutions to problems. The role of students has also changed. They are no longer passive observers. They have to be responsible for the knowledge obtained, for the direct educational process, to look for practical application of the received information.

The following types of "Flipped classrooms" are usually distinguished:

The Standard Inverted Classroom. Students receive homework, which includes watching video lectures, acquaintance with the materials related to the topic of the next lesson, during which they apply the acquired theoretical knowledge in practice, and teachers have extra time for individual work with each student.

The Discussion-Oriented Flipped Classroom. Students are given the task to watch certain videos or materials of Internet the teacher in class organizes a discussion of the information received. Such a lesson resources. And involves a debatable or problematic topic.

The Demonstration-Focused Flipped Classroom. This form will be effective for those subjects that require demonstration of materials, visual experiments. The teacher demonstrates the necessary activity, and students perceive and analyze it, and then perform certain actions at their own pace - as they see fit. That is, this type of class is more adequate for applied specialties.

The Faux-Flipped Classroom. The use of this form will be appropriate if the teacher is not sure that students will prepare at home. This model allows students to watch videos in class and then perform appropriate tasks.

The Group-Based Flipped Classroom. This model encourages students to learn from each other, explain to classmates the answers, effective ways to obtain information, conduct research and more.

The Virtual Flipped Classroom. It is this option that we now have to give preference to during the epidemic and quarantine, combining it with the Group-Based Flipped Classroom, which is due to the presence of a student group, rather than individual students. The whole learning process took place remotely: the teacher announces the task, suggests the material for review, sends a set of exercises, consults online, provides access to tests, announces deadlines, prepares part of tasks or questions for discussion for classroom and gives final grades. Previously, students should be divided into mini-groups. The principle of distribution is either by the level of language competence, or, conversely, by deliberately grouping "weak" and "strong" students. However, there is a danger that the group will have leaders who will "pull" weak and lazy students, they will honestly read (review) all the proposed, and then additional material, will speak actively in the classroom. Therefore, it is very advisable, in our opinion, to conduct synchronous mini-testing in the Google classroom, so that each student can demonstrate the level of mastery of the topic before the class.

Accordingly, the teacher is required to:

1. Motivate the students. A clear explanation of why you need to study the relevant topic, why "to flip the class."
2. Define and adapt the material which the students have to study, read, review in advance (sections of textbooks, articles in magazines, web pages, podcasts, videos, mini-lectures, etc.).
3. Give clear instructions for the tasks.
4. Carry out intermediate control (for example, test) and answer the questions before the beginning of the classroom.
5. Evaluate the results honestly and reasonably.

**Results and their discussion.** As a summary, let us note that nothing activates the majority of our students more than the inevitable and ruthless

deadline. The teachers must warn about the consequences of untimely performance of intermediate tasks and always keep their promises. Only well-trained students are allowed to attend the class. If the participants of the "flipped classroom" have no questions, it is the teacher who made a mistake somewhere, left something unattended. For the "flipped classroom" it is necessary to choose debatable topics, provocative highlights, then the results of the study will be forever etched in the memory, and, consequently, the pedagogical goal will be achieved.

**О.О. Ломака,**  
**викладач кафедри фундаментальної та мовної підготовки,**  
**Національного фармацевтичного університету, м. Харків**

## **ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ ІГРОВОГО МЕТОДУ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В ДИСТАНЦІЙНОМУ ФОРМАТІ**

**Вступ.** Дистанційний формат навчання, зважаючи на ситуацію пандемії у світі, нині вимушено став популярним, а в особливо гострих ситуаціях – єдиним можливим засобом здобуття освіти. Внаслідок цього, дистанційний формат здобув шанс на новий якісний виток у розвитку. Чимало викладачів зіткнулися з проблемою пошуків нових форм, методів, а найголовніше – засобів навчання. Для покращення методики викладання української мови як іноземної, зокрема у дистанційному форматі, пошук ефективних засобів навчання став головним завданням, адже мовна компетенція є запорукою професійності будь-якого спеціаліста.

**Матеріали та методи.** Одним із успішних форм викладання української мови як іноземної став суголосний сучасним реаліям ігровий метод. Варто зазначити, що гра загалом, і як метод, і як окрема технологія, стала предметом вивчення багатьох психологів, педагогів, і зокрема лінгвістів, чії праці довели ефективність формування необхідних