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## **FLIPPED CLASSROOM TEXNOLOGIYASI ASOSIDA B2 DARAJADAGI FILOLOG TALABALAR YOZUV KOMPETENSIYASINI RIVOJLANTIRISHNING ZAMONAVIY METODLARI**

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**Annotatsiya:** Ushbu maqola B2 darajadagi filolog talabalarning yozish kompetensiyasini “Flipped classroom” modeli asosida o‘qitishning zamonaviy metodlarini tadqiq etadi. Maqola yozish qobiliyati va uni rivojlantiruvchi metodlar haqidagi nazariyalarni ko‘rib chiqadi. Maqola teskari sinf modelida o‘qitishning talabalar yozish kompetensiyasiga samarli ta‘sirini muhokama qiladi.

**Kalit so‘zlar:** Flipped classroom, hamkorlikda yozish, Blum taksonomiyasi, talabaga mos o‘qitish.

## **MODERN METHODS FOR THE DEVELOPMENT OF WRITING COMPETENCE OF PHILOLOGIST STUDENTS AT B2 LEVEL BASED ON FLIPPED CLASSROOM TECHNOLOGY**

**Annotation:** This article explores innovative methods of teaching B2-level students' writing competence based on the Flipped classroom model. It considers theories about writing competence and the methods that develop it. It discusses the effective results of flipped classroom approach to the students' writing skills.

**Key words:** Flipped classroom, cooperative writing, BLUM taxonomy, differentiated learning.

## **СОВРЕМЕННЫЕ МЕТОДЫ РАЗВИТИЯ ПИСЬМЕННОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ-ФИЛОЛОГОВ УРОВНЯ В2 НА ОСНОВЕ ТЕХНОЛОГИИ ПЕРЕВЕРНУТОГО КЛАССА**

**Аннотация:** В данной статье исследуются инновационные методы обучения письменной компетенции студентов уровня В2 на основе модели Flipped classroom. Рассматриваются теории о писательской компетенции и методы, которые ее развивают. Обсуждаются эффективные результаты подхода «перевернутый класс» к навыкам письма учащихся.

**Ключевые слова:** Перевернутый класс, кооперативное письмо, таксономия Блума, дифференцированное обучение.

**INTRODUCTION.** The term "foreign language learning" means to acquire the skills and skills of speaking, listening, understanding, reading, and writing in this language. [5] For a systematic study of a foreign language, it was considered important to develop the above 4 capabilities. These include the ability to read and listen and understand (Receptive), and the manufacturer (Productive) ability to write and speak. Teachers should focus primarily on these four skills in the language teaching process, because the purpose of learning a language is to acquire these skills.

Among these language competencies, acquiring writing competence well is a slightly more difficult process. That is why more attention will be paid to developing the writing skills of language learners. Especially for students studying English as a foreign language, a high level of writing proficiency can be very difficult. In Nunan's opinion, even people whose English is the main language to have high levels of writing skills have difficulty writing text that is logical and shape-correct. [8] In addition, many students learning English as a foreign language find it difficult to write. [4] Writing has a huge impact on improving the competence of learning English, which must be developed by students, and this is important.[7] Also, writing is the process of expressing someone's feelings and thoughts in writing. Brown described writing as a thought process.[1]

According to the above information, improving writing skills requires students to focus more of their time on practical lessons. And the opportunity to make the most of time and practice more increases when we use the Flipped classroom model.

The flipped classroom method is a method of teaching in groups, actively and collaboratively. As an instructor, the teacher gives instructions to students, as they apply theory to practice and themselves participate effectively in the classroom. In the flipped classroom method, teachers directly take education out of the learning area in a large group and transfer it to the individual learning area and have more time to apply and integrate students' knowledge in practice using strategies aimed at different students and focused on active learning. [10]

In the flipped classroom model, students practice more than theory. And by doing so, students will be able to develop the productive abilities of more languages. In contrast, in a traditional way, students listen to lectures at the time of the lesson and perform tasks that are difficult at home. This can stop students from performing practical tasks and cause them not to fully understand the material in the classroom. In addition, the flipped classroom allows the student to use the appropriate teaching (Differentiated learning) methodology as it changes the skills of learning and learning. Learning is more individualized and directed to the individual. As a result, students' appetite for learning increases, and they begin to feel responsible for learning topics independently. This pedagogical change allows

learners to control their education themselves, relying on their own mental ability, enthusiasm and interests.[2]

Through the flipped classroom, Bloom taxonomy can be accomplished in organizing the process of improving the writing skills of students at B2 level. Through this theory, students will also be able to master lower-level knowledge (knowledge, understanding and application) and high levels of knowledge (analysis, synthesis, and evaluation) in the establishment of the Flipped classroom. According to S. Braym, if lower knowledge is learned at home, high-level knowledge will be acquired in the classroom. The traditional method in which the teacher performs the main task is based on subordinate knowledge, and high-level knowledge remains.

In our opinion, it will also be effective to apply a Collaborative Writing Strategy to improve the writing skills of B2-level students. A collaborating writing strategy is a writing teaching strategy in which students are asked to work as a couple or group for writing well. This strategy makes it easy for students to write a specific text with their peers. Writing in collaboration with two or more people works out one document in the group to the end. In other words, collaborating provides opportunities not only to review the literature, practice academic reading and writing, but also to encourage meditation, exchange of knowledge, and critical thinking.

**CONCLUSION.** In the flipped classroom method, in the process of developing writing skills, teachers can send pre-made videos, audio and presentations to students using various Internet sites, such as telegram, google classroom, kahoot, youtube, and students can review and study them in extracurricular times and prepare a question for them to discuss in the classroom.

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## **LEXICAL SEMANTIC AND NATIONAL CULTURAL FEATURES OF ENGLISH AND UZBEK CHILDREN'S FOLKLORE TEXTS**

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**Abstract:** This article examines the lexical semantic and national cultural features present in English and Uzbek children's folklore texts. Through a comparative analysis of these texts, the study aims to shed light on how language and culture intersect in the context of children's literature. The findings of the research highlight the unique linguistic and cultural characteristics of each tradition, offering insights into the ways in which folklore reflects and shapes national identity. By exploring the rich tapestry of lexical semantics and cultural motifs in children's folklore, this article contributes to a deeper understanding of the role of language and culture in shaping children's literary experiences.

**Keywords:** lexical semantics, culture intersect, folklore, lexicon and thematic elements, communal spirit, nursery rhymes.

## **ЛЕКСИКО СЕМАНТИЧЕСКИЕ И НАЦИОНАЛЬНО КУЛЬТУРНЫЕ ОСОБЕННОСТИ АНГЛИЙСКИХ И УЗБЕКСКИХ ТЕКСТОВ ДЕТСКОГО ФОЛЬКЛОРА**

**Аннотация:** В данной статье рассматриваются лексико-семантические и национально-культурные особенности, присутствующие в английских и узбекских детских фольклорных текстах. Посредством сравнительного анализа этих текстов исследование призвано пролить свет на то, как язык и культура пересекаются в контексте детской литературы. Результаты исследования подчеркивают уникальные языковые и культурные особенности каждой традиции, предлагая понимание того, как фольклор отражает и формирует национальную идентичность. Исследуя богатое разнообразие лексической семантики и культурных мотивов детского фольклора, данная