

BENEFITS AND LIMITATIONS OF THE FLIPPED CLASSROOM APPROACH ACROSS DIFFERENT PROFICIENCY LEVELS

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Abstract: This study examines the applicability and effectiveness of the flipped classroom methodology in different learning contexts, with particular emphasis on students' language proficiency levels and readiness for autonomous learning. While the flipped classroom approach has gained significant recognition for promoting learner-centered education and active engagement, its implementation may not be equally effective across all learner groups. This research is based on a case study conducted at

Uzbekistan State World Languages University among beginner-level students learning Chinese as a second foreign language. Due to the linguistic complexity of Chinese, including its logographic writing system, tonal pronunciation, and extensive memorization requirements, students faced challenges in independently engaging with pre-class materials.

The flipped classroom model proved more effective in English language classes, where students demonstrated intermediate to advanced proficiency levels (B2–C1) and were capable of autonomous learning. The findings indicate that while the flipped approach enhances critical thinking, engagement, and practical application of knowledge, its success largely depends on learners' prior knowledge, language competence, and self-directed learning skills. The study highlights the importance of adapting teaching methodologies to specific educational contexts and suggests that traditional, teacher-centered approaches remain more suitable for beginner-level learners in complex linguistic environments.

Key words: Flipped classroom methodology, Learner-centered learning, Language proficiency, Autonomous learning, Chinese language teaching, Beginner-level learners, Teaching methodology, Critical thinking, Student engagement.

Annotatsiya. Ushbu tadqiqot turli ta'lim sharoitlarida "Flipped classroom metodikasi"ning qo'llanilishi va samaradorligini o'rganadi, bunda ayniqsa o'quvchilarning til bilish darajasi va mustaqil o'rganishga tayyorgarligiga alohida e'tibor qaratiladi. Flipped classroom yondashuvi o'quvchi markazli ta'lim va faol ishtirokni rag'batlantirishda keng e'tirof etilgan bo'lsa-da, uning qo'llanilishi barcha o'quvchilar guruhlariga uchun bir xil darajada samarali bo'lmasligi mumkin. Mazkur tadqiqot O'zbekiston davlat Jahon tillari universitetida xitoy tilini ikkinchi chet tili sifatida o'rganayotgan boshlang'ich darajadagi talabalar ishtirokida o'tkazilgan amaliy tadqiqotga asoslanadi. Xitoy tilining murakkabligi, jumladan iyeroglif yozuvi, tonallik tizimi va katta hajmdagi yodlash talab etilishi sababli talabalar darsdan oldingi materiallarni mustaqil o'zlashtirishda qiyinchiliklarga duch kelishgan.

Flipped classroom modeli ingliz tili darslarida samaraliroq natija berdi, chunki bu yerda talabalar o'rta va yuqori darajadagi (B2–C1) bilimga ega bo'lib, mustaqil o'rganish

ko'nikmalariga ega edilar. Natijalar shuni ko'rsatadiki, ushbu yondashuv tanqidiy fikrlash, faollik va bilimlarni amaliy qo'llashni rivojlantiradi, biroq uning muvaffaqiyati asosan o'quvchilarning avvalgi bilimlari, til kompetensiyasi va mustaqil o'rganish ko'nikmalariga bog'liq. Tadqiqot ta'lim metodlarini muayyan o'quv sharoitlariga moslashtirish muhimligini ta'kidlaydi va lingvistik jihatdan murakkab muhitda boshlang'ich darajadagi o'quvchilar uchun an'anaviy, o'qituvchi markazli yondashuvlar ma'qulroq ekanini ko'rsatadi.

Kalit so'zlar: Flipped classroom metodikasi, o'quvchi markazli ta'lim, til bilish darajasi, mustaqil o'rganish, xitoy tilini o'qitish, boshlang'ich darajadagi o'quvchilar, o'qitish metodikasi, tanqidiy fikrlash, o'quvchi faolligi.

Аннотация. Данное исследование рассматривает применимость и эффективность методики перевёрнутого класса (flipped classroom) в различных образовательных контекстах с особым акцентом на уровень владения языком учащихся и их готовность к самостоятельному обучению. Несмотря на то, что данный подход получил широкое признание благодаря ориентации на учащегося и стимулированию активного участия, его эффективность может различаться в зависимости от группы обучающихся. Исследование основано на кейс-стади, проведённом в Узбекском государственном университете мировых языков среди студентов начального уровня, изучающих китайский язык как второй иностранный. Из-за лингвистической сложности китайского языка, включая иероглифическую письменность, тональную систему и необходимость значительного запоминания, студенты испытывали трудности при самостоятельном освоении материалов до занятия.

Модель перевёрнутого класса оказалась более эффективной на занятиях по английскому языку, где студенты продемонстрировали средний и продвинутый уровень владения языком (B2–C1) и способность к самостоятельному обучению. Результаты показывают, что данный подход способствует развитию критического мышления, вовлечённости и практического применения знаний, однако его эффективность в значительной степени зависит от предварительных знаний учащихся, уровня языковой компетенции и навыков самообучения. Исследование подчёркивает важность адаптации методов обучения к конкретным образовательным условиям и указывает, что традиционные, ориентированные на преподавателя подходы остаются более подходящими для начинающих учащихся в условиях лингвистической сложности.

Ключевые слова: методика перевёрнутого класса, обучение, ориентированное на учащегося, уровень владения языком, самостоятельное обучение, преподавание китайского языка, начинающие учащиеся, методика преподавания, критическое мышление, вовлечённость студентов.

Introduction. Define the topic Flipped classroom methodology has gained increasing attention in modern education due to its learner-centered approach and emphasis on active learning. However, it is important to note that this method cannot be effectively applied to all groups of learners equally, as its success largely depends on students' language proficiency level, learning autonomy, and the complexity of the subject being studied. This limitation can be clearly illustrated through a case study conducted at Uzbekistan State World Languages University among students of group 2403. In this group, Chinese was taught as a second language, and the majority of

students had little to no prior exposure to the language. As a result, they were considered beginner-level learners.

Literature Review. The flipped classroom has emerged as one of the most prominent innovations in global pedagogy. By requiring students to engage with instructional materials prior to class and dedicating in-class time to active learning, collaboration, and problem-solving, this approach represents a fundamental shift from traditional teacher-centered instruction toward a more student-centered learning paradigm [6][2][1].

In the Chinese educational context, English language instruction constitutes the most extensively researched domain of flipped classroom implementation. A substantial body of empirical studies reports consistent improvements in student performance, confidence, and classroom engagement [3][11][9]. For instance, students in vocational education settings demonstrate higher levels of self-efficacy when taught through flipped methodologies [3]. Similarly, pre-service teachers have been found to achieve greater English language proficiency under flipped classroom conditions [11], while university students exhibit enhanced second language acquisition outcomes [9].

Beyond improving academic performance, flipped classrooms also facilitate the development of higher-order cognitive skills, including critical thinking, creativity, and problem-solving abilities [12]. In vocational education, this instructional approach has been shown to promote learner autonomy and strengthen the connection between theoretical knowledge and practical application [7].

Despite these advantages, several studies highlight challenges associated with the implementation of flipped classrooms, including issues related to instructional design, assessment strategies, and teacher professional development [9][11]. Additionally, cultural and institutional factors, such as exam-oriented educational systems and traditional perceptions of teacher authority, may hinder the effective adoption of this approach in certain contexts [7].

Another important consideration is the methodological limitation of existing research. Many studies rely on small-scale surveys and short-term interventions, which restrict the generalizability and depth of findings. Therefore, methodological diversification is essential for advancing research in this field. Future studies should employ longitudinal designs, mixed-methods approaches, and qualitative investigations to better capture long-term learning outcomes and provide deeper insights into students' experiences [8][5].

Furthermore, theoretical frameworks such as self-determination theory emphasize the importance of intrinsic motivation, autonomy, and psychological well-being in the learning process [5]. These principles align closely with the pedagogical foundations of the flipped classroom, further supporting its effectiveness as a learner-centered instructional model.

Methods and Methodology. The Chinese language presents several inherent challenges for beginners. These include its logographic writing system (hanzi), tonal pronunciation, and the requirement to memorize a large number of unfamiliar characters. Such features demand a high level of guidance, repetition, and structured instruction. Under these circumstances, the flipped classroom approach becomes difficult to implement, as it requires students to independently engage with new material before attending class. Beginner learners, however, often lack the necessary skills and confidence for such autonomous learning.

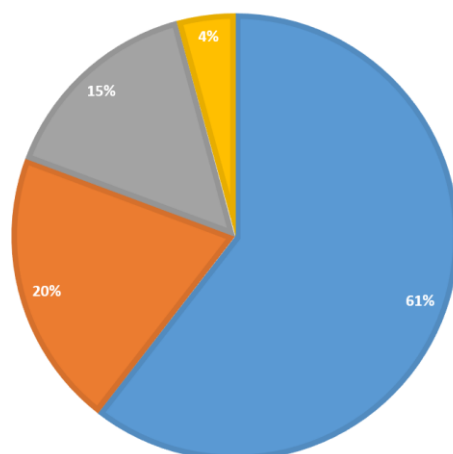
Consequently, an alternative teaching strategy was adopted for this group. Instead of using the flipped model, a more traditional instructional approach was implemented. Grammar was introduced and explained during classroom sessions, while subsequent lessons were dedicated to reinforcing the material through practice and repetition. This structured method proved to be more suitable for the students, as it provided them with the necessary support and guidance at the initial stage of language acquisition. In contrast, the situation was significantly different in English language classes. Students in these classes demonstrated proficiency levels ranging from B2 to C1, indicating that they were independent and advanced users of the language. Due to their higher level of competence, these learners were capable of studying instructional materials, such as video lectures and reading texts, on their own outside the classroom.

Result and Discussion. As a result, the flipped classroom methodology was implemented more successfully in English language instruction. Students were assigned preparatory tasks as homework and were able to complete them without significant difficulty. Classroom time was then used more effectively for interactive activities, discussions, and practical application of knowledge. This not only increased student engagement but also enhanced their communicative competence and critical thinking skills.

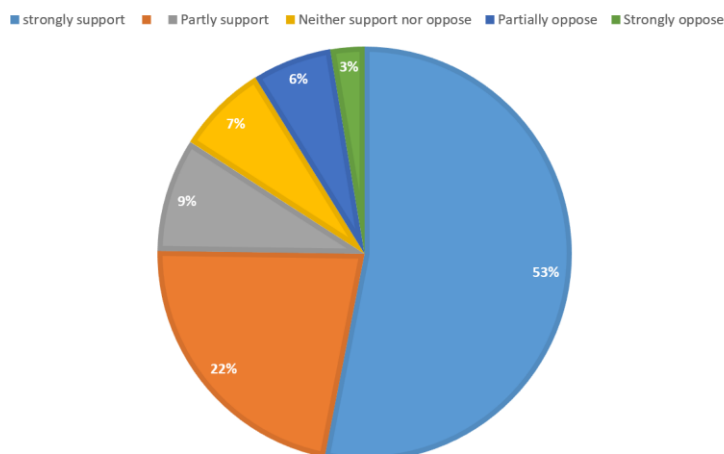
Therefore, it can be concluded that the effectiveness of the flipped classroom approach is closely related to learners' proficiency level and readiness for independent learning. While it is highly beneficial for intermediate and advanced learners, its application in beginner-level classes—especially in linguistically complex subjects such as Chinese—may be limited. In such cases, a more guided and teacher-centered approach remains more appropriate.

STUDENTS OPPOSED TO USING THE FLIPPED CLASSROOM METHOD IN BEGINNER-LEVEL LANGUAGE CLASSES

■ strongly oppose ■ partly oppose ■ Neither support nor oppose ■ strongly support



STUDENTS WHO SUPPORT THE USE OF THE FLIPPED CLASSROOM APPROACH IN ENGLISH LANGUAGE LESSONS.



The chart results demonstrate that the effectiveness of the flipped classroom approach is closely related to students' proficiency level and readiness for independent learning. At the beginner level, 81% of students (61% strongly and 20% partially) show a negative attitude, indicating that this method is not sufficiently effective at this stage. Only 4% express positive views, while 15% remain neutral.

In contrast, 75% of students (53% strongly and 22% partially) in English classes show a positive attitude, confirming that the approach is effective for intermediate and advanced learners. Therefore, in Uzbekistan, the flipped classroom methodology should be applied according to students' levels and combined with traditional teaching methods to achieve better learning outcomes.

Conclusion. In conclusion, the flipped classroom methodology represents a significant shift toward learner-centered education and has demonstrated considerable benefits in fostering autonomy, critical thinking, and active engagement. The literature supports its effectiveness, particularly in vocational and higher education settings, where students are expected to apply knowledge in practical and independent ways. However, the findings of this study reaffirm that the success of this approach is not universal and is highly dependent on learners' proficiency levels and readiness for self-directed learning.

The case study conducted at Uzbekistan State World Languages University illustrates that beginner-level students, especially those studying linguistically complex languages such as Chinese, require structured guidance, direct instruction, and continuous support. In such contexts, traditional teaching methods prove to be more effective in facilitating initial language acquisition. Conversely, for more advanced learners, such as those in English language classes, the flipped classroom approach offers clear advantages by maximizing classroom interaction and promoting deeper cognitive engagement.

Therefore, it is essential for educators to adopt a flexible and context-sensitive approach when selecting teaching methodologies. Rather than applying a single model universally, instructional strategies should be aligned with students' abilities, subject complexity, and learning objectives. This ensures a more effective and inclusive educational process that accommodates the diverse needs of learners.

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