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APPLICATION OF “FLIPPED LEARNING” MODEL WHILE TEACHING ENGLISH GRAMMAR AT PRACTICAL GRAMMAR AND ESP CLASSES AT HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE

Grammar skills formation is an integral part of teaching foreign languages, English in particular. Rapid social transformations observed in our society lately, the challenges of the pandemic of SARS-CoV-2, the full-scale Russian invasion in Ukraine have crucially changed not only the life of people in Ukraine but also the educational environment. Ukraine is the country which has not stopped or paused the process of study even under war conditions. Blended learning has become the priority in teaching at schools and higher educational establishments.

In this article we consider “flipped learning” as one of the models of organizing the process of education at higher educational establishments in Ukraine under war conditions, teaching English grammar at Practical Grammar and ESP classes in particular. Different types of “flipped learning” are studied, Advantages and disadvantages of this technology are investigated.

Flipped learning has become a synonym of active learning, as this model is based on the idea of effective use of the time allotted for study. Flipped learning converts the activities presupposed for class and home work. We can observe a rotation of educational process stages, when the study of new material is carried out by students independently as out-of-class activity, and its consolidation achieved during practical classes. Flipped learning involves a shift in priorities from simply presenting the material, such as full-scale lectures, to active learning, search of information, working out the ideas, team work, creativity and open discussions which encourage students' motivation and improve the results of study. It gives an opportunity to have more practice and saves time for interactive forms of learning during the classes.

It is proved that such a flexible model of teaching and learning enables students and teachers to adapt to all the challenges of the modern world without pausing the process of education, and has all the chances to develop in Ukraine and worldwide.

Key words: *flipped learning, grammar skills, practical grammar, blended learning, flexible model of learning, high school education.*

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ЗАСТОСУВАННЯ МОДЕЛІ «ПЕРЕВЕРНУТОГО НАВЧАННЯ» ПРИ ВИКЛАДАННІ ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ НА ЗАНЯТТЯХ З ПРАКТИЧНОЇ ГРАМАТИКИ ТА ІНОЗЕМНОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ

Формування граматичної компетенції є невід'ємною складовою навчання іноземних мов, англійської зокрема. Стрімкі соціальні трансформації, що останнім часом спостерігаються у суспільстві, виклики пов'язані з панде-

мією SARS-CoV-2, повномасштабним вторгненням росії в Україну, суттєво змінили не тільки життя в Україні, а й освітнє середовище також. Україна – це країна, що не призупинила навчальний процес навіть в умовах війни. Змішане навчання стало пріоритетною формою навчання в закладах середньої та вищої освіти.

У даній статті розглядається модель «перевернутого навчання», як одна з форм організації навчального процесу у закладах вищої освіти України під час воєнних дій. Досліджується її застосування при навчанні граматики англійської мови на заняттях з практичної граматики та англійської мови професійного спрямування. Виокремлюються різновиди перевернутого навчання. Аналізуються особливості організації, а також переваги та недоліки даної методики навчання.

Перевернуте навчання стало синонімом активного навчання, оскільки ця модель базується на ідеї ефективного використання часу, відведеного на процес навчання. Перевернуте навчання передбачає ротацію етапів навчального процесу, за якої теоретичний матеріал опановується здобувачами освіти самостійно, в якості домашніх завдань, а час аудиторної роботи відводиться на його відпрацювання, узагальнення та систематизацію, на інтерактивну та практичну діяльність. Спостерігається зсув пріоритетів, від звичайної презентації матеріалу у формі повноцінної лекції, до активного навчання, пошуку інформації, напрацювання ідей, командної роботи, творчої діяльності та відкритих дискусій, що сприяють розвитку мотивації здобувачів освіти та покращують результати навчання.

У статті доведено, що така гнучка форма активного навчання дає змогу здобувачам освіти і викладачам адаптуватися до усіх викликів сучасного світу, не призупиняючи освітній процес. Вона має усі шанси активно розвиватися як в Україні, так і у світі в цілому.

Ключові слова: перевернуте навчання, граматичні навички, практична граMATика, змішане навчання, гнучка модель навчання, вища освіта.

Grammar skills formation is an integral part of teaching foreign languages, English in particular. Grammar is a base of all types of speech activity, improving and developing of which is the main task of teaching foreign languages.

It is essential for teachers to be able to select modern and effective methods of teaching grammar in order to foster the process of study, improve the results and encourage the students' motivation, though grammar is one of the most complicated aspects of mastering a language.

Rapid social transformations observed in our society lately, the challenges of the pandemic of SARS-CoV-2, the full-scale russian invasion in Ukraine have crucially changed not only the life of people in Ukraine but also the educational environment. Ukraine is the country which has not stopped or paused the process of study even under war conditions. Blended learning has become the priority in teaching at schools and higher educational establishments.

Target setting. The goal of this research is to consider some problems facing students in Ukraine while mastering English grammar, to analyze the opportunity to apply “flipped learning” model of teaching at higher educational establishments of Ukraine.

Last scientific researches analysis. There are a lot of different models, strategies and methods of teaching English grammar which are acceptable while blended learning, but we would like to consider the so-called “flipped learning” or “flipped classroom”. Flipped learning was advocated by many high school teachers and methodologists as being a method of study developing students' critical thinking and making them not the passive receivers of information, but active participants of the process of study. Jona-

than Bergmann and Aaron Sams were American high school teachers who began using flipped learning at their chemistry classes in 2007. They offered their students to watch their recorded lectures at home and to discuss the educational material, problems and issues at classes. The method was first of all aimed to help students continue learning during absences. Flipped learning was described and investigated in the works of Johnson C. and Marsh D., Khan S., Biggs J., Lebrun M., Allen R., Brinks Lockwood R. and many others. Moreover, we can say that the forefather of such a method of teaching can be called Socrates with his Socratic method of teaching. Developed by the Greek philosopher, Socrates, the Socratic Method presupposes a dialogue between teacher and students. Socratic inquiry is not “teaching” per se. It does not include PowerPoint driven lectures, detailed lesson plans or rote memorization. The teacher is neither “the sage on the stage” nor “the guide on the side.” The students are not passive recipients of knowledge (Conor P, 2025: 1). Thus, Socrates propagated the idea of teaching through dialogue and discussion, active learning. The idea is just similar to the concept of flipped learning.

Flipped learning has become a synonym of active learning, as this model is based on the idea of effective use of the time allotted for study. Flipped learning converts the activities presupposed for class and home work. We can observe a rotation of educational process stages, when the study of new material is carried out by students independently as out-of-class activity, and its consolidation achieved during practical classes. Flipped learning involves a shift in priorities from simply presenting the material, such as full-scale lectures, to active learning, search of infor-

mation, working out the ideas, team work, creativity and open discussions which encourage students' motivation and improve the results of study. It gives an opportunity to have more practice and saves time for creativity during the classes.

Flipped learning model has become popular since the 2000s when Jonathan Bergman and Aaron Sams, two American chemistry high school teachers, and also Salman Amin Khan, the founder of the Khan Academy, were disseminating this method of teaching.

Some similar model of teaching was offered even earlier, in the 1990s by Eric Mazur an educator from Harvard University, who has developed a model of teaching according to which he provided his students with all the reference lecture materials before the class, and the class itself was used not for the classic knowledge transfer from the teacher to the student, but for interactive activities and problem-solving. This model saved time for knowledge assimilation and showed good results.

In the year 2000 M. Lage, G. Platt and M. Treglia in their "Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment" offered to flip the class activities and home activities and transform the classic role of a teacher into a coordinator's and tutor's not the instructor's one.

The article's purpose. In this article we consider "flipped learning" as one of the models of organizing the process of education at higher educational establishments in Ukraine under war conditions, teaching English grammar at Practical Grammar and ESP classes in particular. We study different types of "flipped learning", and also advantages and disadvantages of this technology.

Issues to be researched. Taking into consideration all the challenges Ukrainian education system is facing under war conditions it's necessary to search for some modern flexible models of teaching, teaching English grammar at Practical Grammar and ESP classes in particular. Therefore, it's reasonable to study the following issues:

- peculiarities of "flipped learning" model application in blended learning;
- different types and models of "flipped learning" technology;
- advantages and disadvantages of "flipped learning" application while teaching English grammar at higher educational establishments of Ukraine.

The statement of basic material. In Ukraine and in Chernihiv Polytechnic National University in particular flipped learning model has become essential under the conditions of SARS-CoV-2 pandemic and the full-scale russian invasion in Ukraine. Nowadays, being situated in a close-to-border region

and having to make pauses in educational process because of almost all day long air raid alerts, CPNU has reshaped the process of study in favor of blended learning which enables all the students to select the most appropriate model of study. It stands to reason that blended learning has become possible due to the developed Moodle and Microsoft Teams educational and communication platforms at the University. Even having such an opportunity of using the online educational platforms, it's obvious that there will be some educational losses caused by air raid alerts, problems with electricity and Internet connection etc. Some students are likely to miss classes, that's why flipped learning is one of the ways out as it helps to save time for practicing the educational material and to give the opportunity for students to study at their individual pace. All those IT innovations and online educational platforms made it possible to continue the process of study even under war conditions.

So, "flipped learning" is an educational technology in which lectures and homework exchange their positions. Students are provided with lecture materials beforehand for self-study, and all the practice tasks are completed and discussed during the class. Classes are used as disseminations where students complete tasks which enable them to apply the knowledge acquired and interact. The teacher acts more as a facilitator, encouraging the discussion and further investigations. If talking about mastering English grammar at Practical Grammar or ESP classes at CPNU within the flipped learning model of study, it's necessary to provide students with necessary reference materials displayed on Moodle or some other educational platform. The materials should be carefully selected and developed in order to avoid misunderstanding and to anticipate possible problems. Then the material is practiced either at offline classes or at online classes held with the help of video meeting tools of Microsoft Teams software.

It is possible to convert the educational process in several ways, but this methodology will not lose its essence, it's just the form that will be altered. There are several types of flipped learning models, that can be applied while teaching English grammar. They are subdivided in accordance with reference materials and tasks distribution and usage of extracurricular and class hours.

Standard flipped learning model presupposes mastering all the reference materials before the class (theoretical material from textbooks, online Moodle course materials developed for each class, video passages with different grammar aspects explanations, video lectures, etc.). All the class hours are spent for practice, discourse and consolidation of the knowledge gained.

Micro flipped model presupposes mastering an insignificant part of grammar material and completing some training tasks by students online before the class, but the basic grammar material on the topic is explained by the teacher and trained during the class, online or offline.

Team flipped model is based on team work. Students learn the necessary material before the class, and then explain it to each other or discuss during the class. The teacher performs the role of coordinator and tries not to interfere until necessary.

Roles changing model presupposes assigning students to explain all the theoretical material through presentations, projects, reports, educational videos etc. This model demonstrates the level of students' knowledge on a particular grammar topic. It can be applied at Practical grammar or ESP classes only with the advanced learners of English, and English grammar in particular.

Flipped learning implies that a great deal of reference materials should be learnt by students independently, but it's not only theoretical material that could be mastered at home. It's possible to add a “question and answer” section after each grammar topic where students can check understanding by answering either the teacher's questions or questions of other students simultaneously helping them to solve problems if there are some. Microsoft Teams chats provide teachers and students with such an opportunity online. Some questions, which are the most interesting ones, can be further discussed during the class.

It's also possible to give students some teamwork which should be started before the class, continued during the class, and finished after the offline or online class. It can be in the form of some projects, presentations, reports etc.

As for the activities that could be done during the classes, it's possible to have some “question and answer” sessions. Questions can be bilateral, as the teacher can ask students and students can put questions to their teacher and other students. according to the questions asked by students some problems in understanding grammar material can be revealed and discussed. Class activities also include discussions, problem solving tasks, case study sessions, teamwork etc.

As any educational technology or model, flipped learning has its advantages and disadvantages. The advantages are:

- an individual pace of mastering the material by students. Each person can spend as much time as he/she needs to learn the material. The material can be reread several times, and revised later, as not everybody is able to understand and remember everything at once. Flipping the classroom establishes a frame-

work that ensures students receive a personalized education tailored to their individual needs (Bergman, Sams, 2012: 6).

- Flipped learning encourages independent search and analysis of information.

- It's easier to practice the material during the class if it's not new for students, when they are familiar with it.

- Flipped learning saves much time for practice, which is the most important part of educational process. You don't need to waste time for long explanations of new material during the class.

- Even if a student has missed a class, all the materials are always available for him/her on Moodle platform in the form of separate files, textbooks, video records, etc.

- There's more time and opportunities for communication of students and teachers which helps to reveal the gaps in knowledge and solve any problems during the class.

- Opportunity to involve all the students, even the most reluctant ones, and as a result to improve the results and academic performance.

- Developing students' soft skills, such as communication, teamwork, problem-solving, critical thinking, adaptability, time management, leadership, creativity; and also emotional intelligence, cognitive abilities, memory, perception, attention etc.

The disadvantages are:

- many students accept oral tasks as optional ones, and it's difficult for them to make themselves learn the theoretical material which can be rather complicated and boring.

- Much time can be needed for students to accept that nobody will explain all the material during the class and much effort should be made to organize their self-study work.

- Not all the students understand that they will need much more time to get ready for the class and they can have lack of time management skills.

- As for teachers, their workload is increasing in flipped learning model of teaching. They will have to spend much more time for planning, making quality reference materials, creating a great amount of training tasks, and downloading them at online educational platforms, developing a pile of different online tests in order to be able to control students' knowledge.

- Flipped learning requires technical resources, such as different gadgets necessary for teaching and study, good internet connection, and also good IT skills of all the participants of educational process.

Conclusions. Therefore, flipped learning is always a reasonable experiment. It is a flexible model of teaching and learning enabling students and teachers to adapt to

all the challenges of the modern world without pausing the process of education. Flipping speaks the language of today's students. (Bergman, Sams, 2012: 20). The efficiency of flipped learning is highly dependent on professional planning and quality of the educational materials offered to students. It involves all the students, even the reluctant ones. It encourages cooperation within the academic group. It leads to effective communication and builds rapport between students and teachers, develops responsibility and other soft skills. Due to various forms of flipped learning, it's possible to select the one

which will be suitable under certain conditions. Many high school teachers in Ukraine are using flipped learning technology or its elements nowadays, as it gives an opportunity to continue the process of education even during the military events and enables all the students to get access to study materials at any time even if they have to miss classes. Summarizing all the above mentioned issues, it's possible to make the conclusion, that flipped learning model has all the chances to develop in Ukraine and worldwide, as its one of the most flexible and efficient methods of teaching and learning.

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