

“TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT: BEST PRACTICES, PROBLEMS AND OPPORTUNITIES”

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Enhancing Summary Writing Skills through Flipped Classroom

A.T. Borasheva

PhD Student

Nukus State Pedagogical Institute

Email: a.borasheva@ndpi.uz

Abstract: This chapter examines how a flipped classroom approach can be implemented to enhance students' summary writing skills. In a flipped model for summary writing instruction, video lectures are used to introduce key concepts and strategies for summarization. This frees up class time for interactive activities where students collaboratively apply summarization techniques, provide peer feedback, and receive guidance from the instructor. Assessing student growth over multiple summaries of increasing complexity can evaluate the effectiveness of the flipped approach in developing this important academic and workplace competency.

Keywords: flipped classroom, summary writing, active learning, collaborative learning, online instructional videos, summarization strategies

Annotatsiya: Ushbu bob talabalarning xulosa yozish ko'nikmalarini oshirish uchun teskari sinf yondashuvini qanday amalga oshirish mumkinligini ko'rib chiqadi. Xulosa yozish bo'yicha ko'rsatma uchun teskari modelda videoma'ruzalar asosiy tushunchalar va umumlashtirish strategiyalarini kiritish uchun ishlatiladi. Bu talabalar birgalikda umumlashtirish usullarini qo'llaydigan, tengdoshlarining fikr-mulohazalarini bildiradigan va o'qituvchidan ko'rsatmalar oladigan interfaol mashg'ulotlar uchun dars vaqtini bo'shatadi. Talabalarning o'sishini o'sib borayotgan murakkablikning bir nechta xulosalari bo'yicha baholash ushbu muhim akademik va ish joyidagi kompetentsiyani rivojlantirishda teskari yondashuvning samaradorligini baholashi mumkin.

Kalit so'zlar: o'zgaruvchan sinf, xulosa yozish, faol o'rganish, hamkorlikda o'rganish, onlayn o'quv videolari, umumlashtirish strategiyalari

Аннотация: В этой главе рассматривается, как можно реализовать подход «перевернутого класса» для улучшения навыков учащихся по написанию резюме. В перевернутой модели обучения написанию реферата видеолекции используются для ознакомления с ключевыми понятиями и стратегиями реферирования. Это освобождает время класса для интерактивных занятий, в ходе которых учащиеся совместно применяют методы обобщения, обеспечивают обратную связь со своими коллегами и получают рекомендации от преподавателя. Оценка роста учащихся с помощью нескольких резюме возрастающей сложности может оценить эффективность перевернутого подхода в развитии этой важной академической и рабочей компетентности.

Ключевые слова: перевернутый класс, написание резюме, активное обучение, совместное обучение, онлайн-обучающие видеоролики, стратегии обобщения.

Introduction

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Summary writing is an essential academic and workplace skill that requires students to distill key information from lengthy texts into concise yet comprehensive overviews. However, many students struggle with this complex skill and require targeted instruction and practice. The flipped classroom model presents an opportunity to address these needs by leveraging online learning resources. This chapter examines how a flipped approach can be implemented to develop students' summary writing abilities.

What is a Flipped Classroom?

A flipped classroom reverses traditional instruction by delivering content through online video lectures or lessons that students engage with outside of class (Bergmann & Sams, 2012). This frees up class time for interactive activities that apply and deepen understanding of the content. In a flipped model for summary writing, video tutorials and exercises could introduce strategies like identifying main ideas, filtering redundant details, and communicating the essence of a text in students' own words (AlHadithy, T, 2016).

Implementing a Flipped Summary Writing Class

To flip a summary writing course, instructors first create a series of short video lectures hosting key concepts and techniques (e.g. Bergmann, 2014). Students watch these before class, taking notes and completing comprehension checks. Class then involves collaborative activities where students apply strategies, give peer feedback, and get individualized guidance from the instructor (Chen et al., 2019). For example:

- Main idea musical chairs: Students collaboratively identify the topic of article excerpts by standing near signs labeling potential main ideas.
- Filtering stations: Groups stationed at posters list details from a text and discuss filtering unnecessary content for a cohesive summary.
- Speed-dating summaries: Students take turns orally summarizing for peers who provide feedback using checklist criteria (Strayer, 2007).

Assessing Summary Writing Development

Assessments of summary writing should align with objectives of articulating key details concisely and accurately representing content. Scoring rubrics evaluate strategies employed in multi-paragraph summaries of increasingly complex texts. Instructors also consider growth over time through pre-/post-tests and analysis of

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revisions based on feedback (Johnson & Aragon, 2003). Student perception surveys further inform flipped implementation effectiveness.

Conclusion

By leveraging the advantages of the flipped classroom model, teachers can create an engaging and interactive learning environment that enhances students' summary writing skills. The combination of pre-class preparation and in-class activities fosters active learning, individualized instruction, and collaborative engagement, resulting in improved mastery of summarization techniques.

A flipped classroom model holds promise for enhancing students' summary writing abilities through facilitated practice applying learned strategies. By promoting active learning through collaborative class activities, students can develop this crucial skill per informed guidelines from video lessons and individualized guidance. Further research should explore flipped summary writing across disciplines and delivery formats over longer durations.

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