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**TÍTULO:** El trabajo interactivo e independiente de estudiantes en su formación en idioma francés sobre la base de la tecnología "aula invertida".

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**RESUMEN:** El artículo considera la aplicación del aula invertida en una universidad para la enseñanza de idiomas. Esta se utiliza como medio de estimulación de la motivación, la independencia cognitiva y la actividad de los estudiantes en el proceso de dominar una lengua extranjera a nivel profesional. La investigación se aplicó en la disciplina "Historia de la lengua francesa" en los estudiantes de Lengua extranjera (francesa) de la Universidad Federal de Kazan. Se concluye que esta tecnología educativa desarrolla el pensamiento crítico de los alumnos, debido a la naturaleza de la problemática de las tareas de aprendizaje, aumenta la responsabilidad de los estudiantes, así como su capacidad de auto-organización, entre otros aspectos.

**PALABRAS CLAVES:** tecnología educativa, aula invertida, historia de la lengua francesa, individualización y diferenciación del aprendizaje.

**TITLE:** The interactive and independent work of students in their training in French language on the basis of "flipped classroom" technology.

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**ABSTRACT:** The article considers the application of the flipped classroom in a university for the teaching of languages. This is used as a means of stimulating the motivation, cognitive independence and activity of students in the process of mastering a foreign language at a professional level. The research was applied in the discipline "History of the French language" in the foreign language (French) students of the Federal University of Kazan. It is concluded that this educational technology develops critical thinking of students, due to the nature of the problem of learning tasks, increases the responsibility of students, as well as their capacity for self-organization, among other aspects.

**KEY WORDS**: educational technology, Flipped classroom, history of the French language, individualization and differentiation of learning.

**INTRODUCTION.**

One of the key tasks of modern higher education is to introduce into the educational process educational technologies, aimed at improving the effectiveness of forming the general cultural and professional competencies of students, their ability to self-education. The wide potential of creation of such technologies is available due to the educational opportunities of multimedia teaching aids, which allow to implement the didactic principles of consciousness, individualization and differentiation of education, and contribute to the formation of students' cognitive independence, and the development of their creative abilities (Carneiro et al., 2011; Sharipova et al., 2017).

Blended learning strategy Flipped classroom seems to us as one of the promising innovative educational models, combining information, communication and interactive technologies. It creates conditions for the development of universal educational environment, which stimulates the cognitive activity of students.

Some of the principles, forming the basis of Flipped classroom technology (the revitalization of students' activities in the classroom, the organization of their cooperation and joint activities), have been already found in the works of John Dewey, Celestin Freinet, and Eric Mazur (Dufour, 2014, p. 44). Earlier, many teachers, on their own initiative, proposed their students to come prepared for classes, devoted to the study of new topics. However, the model, based on watching video lectures at home, and doing exercises in classroom, has gained immense recognition in the United States since the year 2000. It became popular thanks to the efforts of Salman Kahn and two chemistry professors at the Colorado High School Aaron Sams and Jon Bergman (Bergman & Sams, 2012). At first, teachers of US universities, and then the whole world became interested in Flipped classroom technology. Now, it is developed, improved, adapted, and widely used for teaching the disciplines in different areas (Bergmann, Smith, 2017).

## DEVELOPMENT.

### Methods.

Cambridge Advanced Learner's Dictionary defines Flipped classroom as “a teaching method in which students first learn about a new subject at home, especially online, and then have discussions on it in class”. This is a pedagogical model in which such traditional elements of education as lectures and homework change their places in the educational process. The main role is assigned to the preliminary self-learning by the students of educational material, prepared by teacher.

Classroom work takes about a quarter of time, provided for mastering the discipline, and is devoted to the analysis of the most complex theoretical questions and problems, which have arisen in the process of students’ independent work. Under the guidance of a teacher, new practical problems are

solved, and research tasks are performed (Abdullina, 2018). This allows teachers to spend more time during classroom hours, for summarizing key theoretical issues and the most important practical tasks, and thus, to improve the quality of education.

Flipped classroom technology is used in the educational process of Kazan Federal University. It is tested by the second-year students, having specialization “Pedagogical Education”, “Foreign (French) Language”. Approbation is conducted on the subject "History of the French language", which includes lectures and practical classes, as well as independent work of students.

Educational platform of KFU distance learning (edu.kpfu) is used as an educational process management system, where the electronic resource for this academic discipline has been developed and placed.

As a result of studying the discipline "History of the French language", students should be familiar with the history of development and features of the French language in different eras, and learn the etymology of various linguistic phenomena. In the process of mastering this course, the major attention is paid on the formation of language and linguistic-cultural competencies among students, development of their abstract thinking, skills of information analysis and synthesis, and the ability to improve and develop their intellectual and general cultural level (Mourlhon-Dallies, 2006; Parpette, Mangiante, 2012).

An important task is also the development of students' skills to carry out professional and personal self-education, abilities to self-organization, and skills to use individual creative abilities for independent research activities (Dejean et al., 2011; Abdullina et al., 2017).

The application of educational technology Flipped classroom effectively contributes to the solution of all these issues.

**Results and Discussion.**

At the initial stage of studying the course of “History of the French language”, working program of the discipline is presented to the students. The goals and objectives of educational course are explained to them. The detailed guidelines for working with multimedia sources, based on Flipped

classroom technology, are also given to the students. Trainees receive a password to access the e-learning resource, where they can independently study the thematic curriculum of the discipline. They always have an access to the methodological instructions for working with the course, and to the full thematic glossary. Electronic course also presents the educational, methodical and informational support of the discipline.

All theoretical material is divided into nine thematic blocks. One school week is provided for the study of each block. At the beginning of each academic week, students will have access to the next thematic block, which includes:

- vodcast, containing video files with thematic lecture material, which is on open access (on YouTube);
- thematic presentation in PowerPoint, which contains all the key points of the lecture;
- complete and brief lecture notes;
- thematic glossary;
- lists of the main and additional literature on the topic;
- methodology guidelines for the study of the topic.

Training materials are presented in various formats (text files, video, audio, multimedia) to meet the needs of different individual learning styles, and to provide multimodal study of the discipline (Varlamova et al., 2016).

After studying the theoretical material, students are offered to test their knowledge by answering questions for self-control, which are also included in the thematic unit. Then, they perform the practical and creative tasks, proposed in the unit (individually or in groups), and send them to the teacher for verification.

E-learning course provides for the organization of various forms of communication between the teacher and students. The trainees can also discuss emerging issues and tasks in the group through a thematic forum, and that ensures high interactivity of learning activities. Current and final test controls are widely used in Flipped classroom technology for the feedback. In this case, the teacher

has the ability to manage and control the independent work of students, to implement differentiated approach.

Thematic tests involve different types of tasks, but they can be solved only after careful preliminary learning of theoretical material. Each test is evaluated online. The student can see not only his grade point, but also the correct answers to those questions, with which he did not cope. The teacher has the opportunity to analyze the results of each student, and to identify those, who have difficulties in one or another aspect of the topic being studied.

There is a form of feedback with the students, by means of sending the messages and verified works to e-mail addresses of users by the teacher. One school week is given for the students to complete all the tasks of the block. Upon expiration of the term, the access to the test task is closed, and students are not able to get the necessary grade points at this block. It is one of the additional ways to stimulate the cognitive activity and independence of students.

Thus, the main purpose of Flipped classroom is to involve the students in the educational process through the adaptive learning environment. This environment is designed to prepare and motivate the students for confidently completion of learning tasks, self-assessment of their own achievements through the interactivity and feedback cycles, which are strategically implemented at all stages of this pedagogical model.

The lesson in the classroom is given after independent learning of theoretical materials, the completion of practical tasks and passing the test control of knowledge of the thematic unit. The lesson deals with the key issues of the training topic. The teacher answers the questions of students, and explains the theoretical information, which according to preliminary analysis, caused the difficulties in students' self-study. The lesson also discusses the results of practical and creative assignments. The students present some tasks to the group; for example, completed thematic presentations, reports on additional theoretical material.

After learning of all theoretical material of the course, students get access to the control unit, which includes questions for self-assessment, an approximate list of questions to examination, and final verification test, the passage of which is time-limited. Before completing the final test, students are recommended to study the key points of theoretical material of the course once again, using a brief summary of lectures and thematic presentations.

One of the problems for implementation of pedagogical model Flipped classroom is a significant increase in the teacher's workload at the preparatory stage. It is necessary to develop a work program in such a way, that a part of the studied material is transferred to a block for independent study. The teacher should select or independently compile the material for vodcast, intended for learning by students. It is also necessary to develop control tests, a system for assessment the students' independent work, and tasks for individual and group execution, to have the technical capability to implement feedback (Husnutdinov, Sagdieva, 2016; Rakhimova et al., 2017).

Another problem with the introduction of technology is, in our opinion, that it implies a high motivation of students and their ability to self-organization. As one of the ways to solve this problem, we offer the training, based on the principle "just-in-time". According to it, a limited period of time, known in advance by the students, is provided for interactive tasks. Upon expiration of time, the access to resource is closed, and intermediate testing is conducted.

The grade points, received for the performance of each intermediate test and individual task, are summed up and affect the final grade. Thus, the regularity and quality of independent work are stimulated.

The course was put into operation in the year 2016. More than 100 students have completed the training with Flipped classroom technology. In comparison with traditional education, this technology has proved to be more effective, both in terms of education, and in terms of development of students' cognitive independence.

In our opinion, the advantage of Flipped classroom technology is its developmental and educational potential. Students gain control over the learning process, having the opportunity to allocate their time to study the course material. This contributes to the formation of such personal qualities as autonomy, activity, initiative, responsibility, and creative approach to their activities (Richterich, 2000; Harvey & Harvey, 2012). The teacher can offer the tasks for performing both individually and in a group, and that develops teamwork skills. In the process of independent work, students develop the ability to carry out search, critical analysis and synthesis of information, to apply a systematic approach to solving the assigned tasks.

Another way to increase motivation is to discuss a few of the most representative responses of students to feedback questions, when students can see that they are not the only ones, who have problems with certain topics, or get a high public assessment of their achievements. The interaction of students increases the role of the student changes from the passive recipient of information to the active builder of knowledge. Students are motivated because they are aware of their problems, and see the results of their efforts, recognized by the teacher and other students.

**CONCLUSIONS.**

Thus, the application of Flipped classroom strategy in the teaching of foreign languages meets the objectives of strengthening the practical orientation of modern education. At the same time, not only the result of training, but the process itself acquires paramount importance; i.e., the ways and means of achieving this result, chosen by the trainees, determining the future development of a university graduate, as an enterprising and creative-minded professional.

The increase of motivation and cognitive interest, the formation of independence, activity, and responsibility ensure the development of creative potential of an individual, through the targeted formation of the ability to adapt to new situations and to conduct the activities, based on the use of existing knowledge and acquired professional competencies. This opens up broad prospects for the

application of this technology in the sphere of higher education, since its goal is the further creative development and self-education of the individual.

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