

FLIPPED LEARNING AS A PEDOGOGICAL APPROACH TO REDISTRIBUTING STUDENTS' COGNITIVE LOAD

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The modern organization of the educational process requires a transition from predominantly reproductive forms of work to models that allow students to actively apply their knowledge. One of the promising approaches is the flipped learning model, in which the initial acquaintance with the educational material occurs before the lesson, and classroom time is used mainly for practical and interactive activities.

The aim of the study was to consider the possibilities of flipped learning in redistributing the cognitive load of students, taking into account the levels of Bloom's taxonomy. The study was conducted in two secondary schools in Surkhandarya region for eight weeks. In the learning process, students were provided with key materials and videos in advance, while the classes focused on discussion, language practice, joint task solving and the application of the studied material.

The observations show that such an organization of educational activities makes it possible to distinguish between the stages of knowledge acquisition and their practical application. Memorization and primary understanding of educational content are transferred to students' independent work, and classroom time becomes a space for application, analysis, evaluation and creation of new content. Thus, the educational activity ceases to be primarily a source of new information and turns into an environment of active intellectual activity.

This approach is particularly important in rural schools, where students have different levels of education and different rates of learning. The possibility of preliminary familiarization with the content allows students to access the material at an individual pace, and the teacher can use the lesson time for targeted support and development of more complex cognitive operations.

Thus, the integration of flipped learning with the principles of Bloom's taxonomy can be considered as an effective pedagogical mechanism for redistributing the learning load. Its main value lies not just in transferring part of the educational work outside the classroom, but in changing the nature of classroom activities: from primarily transmitting information to its meaningful application, analysis and critical processing. At the same time, the success of the model depends on the systematic support of students, a clear organization of independent work and consideration of the conditions of the educational environment.

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