

## FORMATION OF ENGLISH LEXICAL COMPETENCE USING THE "FLIPPED CLASSROOM" TECHNOLOGY IN STUDENTS OF GRADES 8-9TH GENERAL SECONDARY EDUCATION INSTITUTIONS

### ФОРМУВАННЯ АНГЛОМОВНОЇ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ ЗАСОБАМИ ТЕХНОЛОГІЇ «ПЕРЕВЕРНУТИЙ КЛАС» У УЧНІВ 8–9 КЛАСІВ ЗАКЛАДИ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

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The article examines the issue of developing English-language lexical competence in secondary education students using the "flipped classroom" technology. Since the primary goal of forming ELC is to equip students with lexical means for participating in communication, expressing and understanding thoughts, feelings, and intentions in typical communication situations, it is essential that vocabulary learning is integrated, contextual, and focused on practical application. The relevance of using this technology in the modern educational process is substantiated, as it allows for individualized learning, increases students' motivation, and intensifies the process of vocabulary acquisition. The theoretical foundations of the "flipped classroom" concept and its practical application in developing lexical skills are analyzed. The methodology for developing English lexical competence (ELC) in secondary education students is presented, which includes the selection of educational materials and the organization of students' independent and interactive work in the classroom. Flipped Classroom technology involves independent learning of educational materials at home through videos, presentations, and interactive resources, as well as classroom sessions that emphasize active interaction, practical application of knowledge, speech activities, and reflection. This model, particularly in times of crisis, makes it possible to harmonize the educational process with the conditions of learning, the age-specific needs, and the potential of students. In this work, we focus on the use of the "flipped classroom" model/technology as a technology for interactive learning of foreign languages in the formation of ELC. The methodology proposed in our study effectively integrates FC technology into the formation of ELC in students of grades 8-9 by using the potential of digital technologies.

**Key words:** flipped classroom, formation, English, lexical competence, model.

У статті розглядається проблема формування англomовної лексичної компетентності учнів закладів загальної середньої освіти із застосуванням технології «перевернутий клас». Основною метою формування англomовної лексичної компетентності (АЛК) є забезпечення учнів лексичними засобами для участі в спілкуванні, вираження та розуміння думок, почуттів і намірів у типових комунікативних ситуаціях, важливо, щоб вивчення словникового запасу було інтегрованим, контекстуальним та спрямованим на практичне застосування. Обґрунтовано актуальність використання цієї технології в сучасному освітньому процесі, адже вона забезпечує індивідуалізацію навчання, підвищує мотивацію учнів та інтенсифікує процес засвоєння лексики. Проаналізовано теоретичні засади концепції «перевернутого класу» та її практичне застосування у розвитку лексичних навичок. Представлено методику формування АЛК учнів закладів загальної середньої освіти, яка включає добір навчальних матеріалів та організацію самостійної й інтерактивної роботи школярів у класі. Технологія «перевернутий клас» передбачає самостійне опрацювання навчальних матеріалів вдома за допомогою відео, презентацій та інтерактивних ресурсів, а також заняття в класі, що акцентують увагу на активній взаємодії, практичному застосуванні знань, мовленнєвій діяльності та рефлексії. Така модель, особливо в умовах кризових ситуацій, дозволяє гармонізувати освітній процес відповідно до умов навчання, вікових потреб та потенціалу учнів. У роботі акцентовано увагу на використанні моделі «перевернутого класу» як технології інтерактивного навчання іноземних мов у процесі формування АЛК. Запропонована методика ефективно інтегрує технологію «перевернутого класу» у формування лексичної компетентності учнів 8–9 класів, використовуючи потенціал цифрових технологій.

**Ключові слова:** перевернутий клас, формування, англійська мова, лексична компетентність, модель.

**Problem statement.** The rapid development of information technologies and globalization processes places new demands on the level of proficiency in foreign languages, in particular English. One of the key components of communicative competence,

which ensures effective communication in various spheres of life, is ELC. Since the primary goal of forming ELC is to equip students with lexical means for participating in communication, expressing and understanding thoughts, feelings, and intentions in

typical communication situations, it is essential that vocabulary learning is integrated, contextual, and focused on practical application.

In the modern Euro-Atlantic paradigm of sustainable development and multiculturalism, increasing the effectiveness of the formation of ELC is actively researched in the context of updating educational standards, humanization of education, dialogue of cultures, introduction of information and communication technologies and digital tools, flexible forms of the educational process to ensure the inclusive development of key competencies and the so-called "21st century skills" of education seekers [1].

Strategic educational documents indicate the need to study ways to increase the effectiveness of the formation of ELC, which simultaneously leads to the activation of cognitive activity and interpersonal interaction of students [2]

In our opinion, the effective formation of ELC requires a combination of traditional methods with modern educational technologies. Thus, we consider it relevant to consider the possibilities of forming ELC of education seekers by means of information and communication technologies, authentic materials (Podosinnikova, Khrystych, 2024 [3]; as well as the potential of interactive and collaborative learning, the role of interactive technologies and digital educational tools in teaching foreign languages and cultures (Podosinnikova, & Kryvoshiya, 2022 [4]

Modern educational technologies of interactive learning that demonstrate effectiveness in the formation of ELC include the model of "flipped classroom" / "flipped learning" ("Flipped Classroom" (FC), "flipped learning").

FC technology involves independent study of educational material at home (through videos, presentations, and interactive resources), as well as in the classroom, where active interaction, practical consolidation of knowledge, speech activities, and reflection are encouraged. This model, especially in crisis situations, allows you to harmonize the educational process in accordance with the conditions of learning, age needs, and potential of students [5]

In this work, we focus on the use of the "flipped classroom" model/technology as a technology for interactive learning (IL) of foreign languages in the formation of ELC.

FC technology meets the psychological needs and characteristics of high school students, in particular their need for self-affirmation, and contributes to the development of educational autonomy, motivation, critical thinking skills, media literacy, integrated formation of ELC and linguistic and sociocultural

competence, a deeper understanding of language material and the contextual features of its use, and involvement in the dialogue of cultures.

#### **Analysis of recent research and publications .**

Lexical competence (LC) is the ability of a person to correctly formulate their own thoughts and successfully understand the statements of others, which is based on a complex, variable combination of relevant lexical knowledge, skills, and vocabulary awareness. [6]

The conceptual framework of the flipped classroom (FC) as a blended learning model was developed by D. Bergmann and A. Sems [7], according to which the acquisition of new material takes place outside the classroom, usually in the form of video lectures, interactive presentations or online resources, and classroom time is devoted to practical tasks, discussions, project work and individual consultations [7].

Conducted by S. Yablokov [8], an analysis of scientists' views on the definition of the technology of "flipped" learning reveals that, despite a common understanding of the educational process organization, researchers perceive its methodology differently. J. Oki emphasizes the importance of paying attention to complex cognitive processes that allow students to develop greater autonomy in learning and realize their role and responsibility in the educational process [9].

Most researchers emphasize the key role of discussion, dialogue, and interactivity in creating a dynamic educational environment where "the teacher guides students to master the learning material and its creative application" [8]

In the context of the formation of ELC, FC technology allows transferring the "theory", i.e. the assimilation of lexical material (in particular, a wide range of lexical knowledge) and the analysis of its contextual use to the extracurricular space, and directing educational activities to "practice" – the automation of lexical skills in the process of performing communicative exercises and interactive interaction [10].

In the flipped learning model, student engagement has a significant impact on performance and experience; however, research suggests that lower levels of engagement can lead to better outcomes. While higher levels of engagement are generally correlated with better learning, in the FC model, a more structured, teacher-led approach with lower levels of student engagement can lead to better performance and assessment, potentially reducing confusion and allowing students to better utilize the instructor's guidance during classroom instruction

[11]. This feature makes FC technology suitable for widespread use in distance learning settings.

The advantage of FC is the flexibility of the learning process – students can watch videos and other materials several times, which is especially useful for those with different levels of preparation. The result is a positive attitude towards learning: students express satisfaction with this format, considering it modern and effective [12]

FC allows taking into account the individual needs of students and stimulates their autonomy. In the work [13], the following quantitative results are presented, confirming the effectiveness of the FC model:

- Students who learned using the flipped model showed an average score increase of 15–20% on vocabulary tests compared to the control group.
- The level of participation in learning activities increased by 30%, indicating a rise in motivation and engagement.
- More than 80% of the experiment participants reported that they found it easier to remember new words thanks to the videos and interactive exercises.
- In the final assessment, students from the experimental group achieved higher results in written tasks, particularly in terms of vocabulary accuracy.

The authors also reported a 25% reduction in word usage errors, indicating a deeper level of learning. These data demonstrate that the flipped classroom can significantly improve the quality of English vocabulary acquisition in high school [13]

The results of the study presented in the article [14] indicate the high effectiveness of the FC model in the formation of lexical competence. Transferring theoretical material to the extracurricular space allowed students to better prepare for practical work. Classroom time was utilized for communicative exercises, interactive tasks, and group discussions, which facilitated the active acquisition of new vocabulary. Students demonstrated increased motivation, interest, and willingness to participate in the learning process. Technological support – particularly videos, platforms, and mobile applications – provided flexibility and accessibility to materials. The model contributed to the development of autonomy, self-regulation, and responsibility for learning. Compared to the traditional approach, the flipped classroom showed higher results in vocabulary tests. Teachers noted an increase in student activity and an improvement in the quality of their answers. Overall, the study confirms that adapting lexical strategies in the flipped classroom is effective and promising for language education [14].

At the same time, the success of implementing FC technology depends on the quality of the video

content, the structure of the tasks, and the support from the teacher.

M. Podoliak (2024) [12] emphasizes the importance of attention to the procedure for using a FC, namely: formation, creation, selection of appropriate educational materials by the teacher, creation of interactive exercises to consolidate the acquired knowledge, editing, and creation of video presentations. He emphasizes the feasibility of using short, interesting video presentations (up to 15 minutes) with clear explanations and examples. The researcher suggests that teachers create interactive exercises in video lectures with questions related to the material just listened to, using various online services and programs, as well as place educational materials on cloud storage or in a learning management system [14].

In the article [15], which is devoted to the analysis of scientific studies studying the application of the FC model in teaching English, the authors consider technological tools as an important element of the successful implementation of the FC model. The authors highlight several key tools – digital resources that support FL:

1. Video services (e.g., YouTube, Edpuzzle, Khan Academy) are used to create and view educational videos that students work through before class. Edpuzzle allows you to integrate questions into the videos to check understanding.
2. Learning Management Platforms (Google Classroom, Moodle, Edmodo) provide access to materials, assignments, and feedback, as well as support communication between participants in the educational process.
3. Online boards (Padlet, Jamboard) that facilitate collaboration, idea sharing, mind mapping, and knowledge visualization [15]
4. Mobile language learning apps (Quizlet, Duolingo Kahoot!), which are used to review vocabulary in a game-like format that stimulates motivation [16]

The use of these tools not only supports independent study of the material but also activates student participation in learning, contributing to the development of independence, critical thinking, and communication skills [15].

Among the difficulties of organizing the educational process using FC technology are significant expenditure of time and effort on the part of the teacher, insufficient training in the field of information technology, qualitative analysis and selection of digital tools that meet the educational tasks set.

N. Lenok [17] refers to the problems associated with the use of FC technology in the process of learning

a foreign language as the loss of real communication with the teacher and students: the use of technology involves learning in an electronic environment, which, in turn, is ensured by the use of an online course, chat, forum instead of live communication.

**The purpose of the article (task statement)** is to study the methodological potential of the "flipped classroom" as a technology for interactive foreign language learning, to identify promising tools/materials and the main stages of organizing their use in the formation of the ELC of students in grades 8-9 of secondary education institutions, and to develop relevant methodological recommendations.

**Presentation of the main material / results.** In the context of learning English in a general secondary education institution, the lexical competence of students in grades 8–9 is formed on the basis of the following components: lexical knowledge (understanding the meaning of words, their grammatical characteristics, and stylistic features); lexical skills (the ability to use vocabulary in context, form words, and find synonyms and antonyms); functional communicative skills (the use of lexical units to express thoughts, and intentions in typical communication situations) [1]

The goal of developing ELC in primary school students are: Developing the ability to communicate effectively in a foreign language within topics that are appropriate to the age group and curriculum and formation of skills of receptive, productive use of lexical units in various types of speech activity.

The FC model combines independent study of theoretical content with active, practical activities in the classroom, which promotes the development of learning autonomy, critical thinking, and speech activity. It provides dialogic interaction, flexibility of the educational environment (Table 1).

Taking into account the primary age, cognitive, and motivational characteristics of 8th- and 9th-grade students is a key factor in selecting an effective educational technology for the development of ELC.

Students in grades 8-9 belong to the age group of 13-15. This period spans the completion of primary school and the transition to high school, often characterized by restrained psychosocial development and maturation. There is a rapid growth of memory, characterized by a transition from the dominance of mechanical memorization to semantic. Adolescents by this age are in the transition stage from concrete-figurative to abstract-logical thinking. The adolescent begins to think in concepts and master higher forms of thinking, particularly logical thinking and reflection [30]. This opens up wide opportunities for the independent processing of complex educational material, working with modern information sources, and authentic texts, but at the same time requires a clear structure, motivational support, and pedagogical guidance.

Model as a technology for interactive foreign language learning meets these requirements, as it combines flexibility, visual richness, the possibility of independent study of the material, and active, practical activities in the classroom.

By harmonizing the methodological aspects of using FC technology to form the ELC of students in grades 8–9, we will consider how the methodological advantages of the model are transformed into specific pedagogical actions, digital solutions.

Taking into account the above, we have proposed a methodology for forming ALK, which enables the integration of FC technology into the organization of work on developing English-language lexical skills, with an emphasis on authentic, visual, and interactive resources that are as attractive as possible for modern students.

This technique has the conditional name "Vocabulary" Flip – Chat – Set " (scheme 1) and consists of three main stages:

1. pre-audit work, "Flip" (Pre – class) – aimed at familiarizing students with new lexical material, preparing them for work in the classroom;

Table 1

**Key components of the "flipped classroom" model as a technology for interactive foreign language learning [7]**

Component	Characteristic
Individualization of learning	each student has the opportunity to master the material at their own pace
Activation of cognitive activity	Students become subjects of the educational process, not passive listeners.
Creating an interactive educational environment	Using a variety of multimedia resources and interactive tasks.
Development of self-regulation and self-control	Students learn to plan their learning activities and evaluate their results.

**Correlation of the stages of lexical skills formation and the stages of implementation of the “flipped classroom” model in teaching English to students in grades 8-9<sup>th</sup> general secondary education institutions**

Stages of developing lexical skills	Stages of the “flipped classroom”
Introduction to new vocabulary material	Pre-class
Automation of skills in using new lexical material at the level of words, phrases, and phrases	In-class
Automation of skills in using new lexical material at the level of supra-phrase unity (monological or dialogical)	After-class

2. classroom work, “ Chat ” ( In – class ) – automation skills in using new lexical material in the process of interactive interaction;

3. post-class work, “Set” (After – class) – further automation of skills in using new lexical material in the process of independent work and asynchronous interaction.

In the first stage, pre-audit work – “Flip” (Pre – class) it is assumed that students independently work on new lexical material before the lesson, using pre-prepared digital resources. This allows them to work at their own pace, revisit challenging points, and prepare for active work in the classroom.

Considering the specifics of FC technology, students independently familiarize themselves with new vocabulary through multimedia resources. The form of presentation of the material is through a video on the topic (for example, “Teen Life”, “Technology in Our Lives”, “Healthy Habits”), interactive flashcards (Quizlet , Wordwall), audio, and transcription (podcasts, short dialogues). The teacher offers exercises on using digital tools, for example:

- Word–Image Matching : matching a word with a picture
- Contextual Gap- fill: insert words into sentences from video/text
- Pronunciation Practice: record the pronunciation of words via a mobile app
- Google Forms: Check understanding of key words in the text, which are new LU

In the second stage, classroom work – “Chat” ( In – class ), which takes place in the classroom, there is practical application of new vocabulary in communicative situations, active discussions, and games. The main key elements and actions are shown in Table 2

At the level of words, phrases, and exercises of a playful and communicative nature with support, techniques – role-playing games, simulations, retelling with creative elements, and written creative tasks, which are aimed at consolidating the acquired

knowledge and are related to the 3rd stage – after-class work " Set " (After – class).

Examples of tasks for the first stage include the following:

- Lexical Maps: building an associative map, mind map.
- Lexical Dominoes: make a logical chain of words based on a specific topic, communicative situation, picture, etc.
- Dialogue Builder: create a dialogue using given words for a specific communicative situation.

To automate the skills of using new lexical material at the level of supra-phrase unity, communicative exercises based on spontaneous speech and logical thinking, and creative speech tasks are offered. With the involvement of digital multimodal teaching aids, the teacher organizes a cognitively and emotionally rich learning environment that stimulates students to use the learned vocabulary in accordance with the given communicative situation. For the second stage, the following examples of tasks can be suggested:

- Role-play: "You're a YouTuber talking about your daily routine»
- Group Discussion Questions : Types of Teenagers
- Speaking Task

The third stage involves reflection, addressing mistakes, and further practice. Students use vocabulary in open communicative situations, including:

- Mini-project: create a digital poster or digital story « My Digital Day .
- Video contest: create a video «My Dream Career» using new lexical units.

A key indicator of the formation of lexical skills is their correctness. This implies an accurate understanding of the content of the text during reading and listening, as well as the adequate use of lexical units in the process of oral and written speech. In this case, the number and nature of lexical errors are taken into account.

Table 2

**Key elements and actions of the second stage of the methodology for forming ELC using the “inverted” technology class**

Quick Check & Warm-up	At the beginning of the lesson, there is a short blitz survey or interactive quiz on knowledge of new words from the home video, which allows the teacher to quickly assess the level of students' preparation and identify key problem
Thematic Role-Plays/Situations	Students are grouped into small groups to model a specific communicative situation that requires the active use of new vocabulary.
Storytelling Chain	The teacher begins the story based on the material of the developed communicative situations with one new word, and each subsequent student continues it, adding 1-2 new words from the studied topic.
Debate & Discuss	Organizing short debates or discussions on controversial topics related to the vocabulary learned and the situations discussed.
Peer Teaching & Feedback	Students who have mastered the material well can help their peers by explaining the meaning of words or correcting errors in their usage.

Monitoring and evaluation of student learning outcomes are carried out using tools that correspond to the organizational nature and objectives of the stage, for example, online testing (Lexical Quiz) and peer assessment mini-projects (Peer Review). It is advisable to suggest that students keep a personal dictionary with examples of usage (Vocabulary Journal).

**Conclusions / prospects for further developments.** The use of the "flipped classroom" model as an IN technology for the formation of ELC in students of secondary education institutions is a promising direction of scientific research in

the field of foreign language teaching methods. The methodology proposed in our study effectively integrates FC technology into the formation of ELC in students of grades 8-9 by using the potential of digital technologies. Reliance on interactive learning, critical thinking, and modern, authentic materials provides space for increasing the effectiveness of learning and the personal development of students. In addition to memorization, interactive learning stimulates the active use of new lexical material in various contexts. The use of attractive multimodal formats, innovative tools (video vlogs, digital games) increases motivation, making learning exciting.

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