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BLENDLED LEARNING TEXNOLOGIYASI ASOSIDA INGLIZ TILI YO'NALISHI TALABALARINING ADABIY KOMPETENSIYASINI TAKOMILLASHTIRISH METODIKASI

Аннотация

Mazkur maqolada blended learning (aralash ta'lim) texnologiyasi asosida ingliz tili yo'nalishi talabarlari adabiy kompetensiyasini takomillashtirish metodikasi yoritilgan. Adabiy kompetensiya talabarlarning badiiy matni tushunish, tahlil qilish, talqin etish, madaniy-kontekstual jihatdan baholash hamda o'quvchi javobini shakllantirish qobiliyatlarini o'z ichiga olgan murakkab pedagogik kategoriya sifatida talqin qilinadi. Tadqiqotda an'anaviy auditoriya mashg'ulotlarini raqamli ta'lim platformalari, multimedia vositalari va interaktiv onlayn topshiriqlar bilan uyg'unlashtirish orqali adabiyot ta'limi samaradorligini oshirish imkoniyatlari tahlil qilinadi. Tadqiqot jarayonida nazariy tahlil, kuzatuv, tajriba-sinov ishlari hamda pedagogik tahlil metodlaridan foydalanilgan. Natijalar blended learning texnologiyasi talabalar faolligi, o'qishga bo'lgan motivatsiyasi hamda badiiy matni chuqur va tanqidiy idrok etish ko'nikmalarini sezilarli darajada rivojlantirishini ko'rsatdi. Xulosa qilib aytganda, puxta ishlab chiqilgan blended learning modeli adabiy kompetensiyani shakllantirishda samarali bo'lib, talabalarda mustaqil fikrlash, tahliliy yondashuv va kasbiy tayyorgarlik darajasini oshirishga xizmat qiladi. Tadqiqot natijalari oliy ta'lim muassasalarida ingliz adabiyotini o'qitish jarayonini takomillashtirishda amaliy ahamiyatga ega.

Kalit so'zlar: Adabiy kompetensiya, aralash ta'lim, reflektiv amaliyot, tanqidiy fikrlash, interaktiv faoliyatlar, pedagogik strategiyalar.

МЕТОДИКА СОВЕРШЕНСТВОВАНИЯ ЛИТЕРАТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НАПРАВЛЕНИЯ АНГЛИЙСКОГО ЯЗЫКА НА ОСНОВЕ ТЕХНОЛОГИИ BLENDED LEARNING

Аннотация

В данной статье освещается методика совершенствования литературной компетенции студентов направления «Английский язык» на основе технологии blended learning (смешанного обучения). Литературная компетенция рассматривается как сложная педагогическая категория, включающая способности студентов к пониманию, анализу и интерпретации художественного текста, его оценке с культурно-контекстуальной точки зрения, а также формированию читательской реакции. В исследовании анализируются возможности повышения эффективности обучения литературе через интеграцию традиционных аудиторных занятий с цифровыми образовательными платформами, мультимедийными средствами и интерактивными онлайн-заданиями. В ходе исследования использовались методы теоретического анализа, наблюдения, экспериментальной работы и педагогического анализа. Результаты показали, что технология blended learning значительно развивает активность студентов, их мотивацию к учебе, а также навыки глубокого и критического восприятия художественных текстов. В заключение отмечается, что тщательно разработанная модель смешанного обучения является эффективным средством формирования литературной компетенции, способствуя развитию у студентов самостоятельного мышления, аналитического подхода и профессиональной подготовки. Полученные результаты имеют практическое значение для совершенствования преподавания английской литературы в высших учебных заведениях.

Ключевые слова: Литературная компетенция, смешанное обучение, рефлексивная практика, критическое мышление, интерактивные виды деятельности, педагогические стратегии

METHODOLOGY FOR DEVELOPING THE LITERARY COMPETENCE OF ENGLISH LANGUAGE MAJOR STUDENTS BASED ON BLENDED LEARNING TECHNOLOGY"

Annotation

This article discusses the methodology for improving the literary competence of English language major students based on blended learning technology. Literary competence is interpreted as a complex pedagogical category that includes students' abilities to understand, analyze, and interpret literary texts, evaluate them from a cultural and contextual perspective, and develop reader-response skills. The study explores the potential of integrating traditional classroom instruction with digital learning platforms, multimedia tools, and interactive online tasks to enhance the effectiveness of literature teaching. The research utilizes theoretical analysis, observation, experimental teaching, and pedagogical evaluation methods. Findings indicate that blended learning significantly improves students' engagement, motivation, and capacity for deep and critical literary interpretation. In conclusion, a well-designed blended learning model is effective in fostering literary competence, promoting independent thinking, analytical skills, and professional preparedness. The results have practical implications for optimizing English literature instruction in higher education institutions.

Key words: Literary competence, blended learning, reflective practice, critical thinking, interactive activities, pedagogical strategies.

Introduction. In today's digitalized educational environment, developing students' literary competence is essential for understanding, analyzing, and interpreting literary texts within cultural and contextual frameworks. Traditional teaching methods often fail to engage students or develop higher-order thinking skills effectively. Blended learning, which combines classroom instruction with digital platforms, multimedia resources, and interactive online activities, provides a more dynamic and flexible approach to teaching literature. This methodology enhances student engagement, supports autonomous learning, and fosters critical thinking and deep comprehension of texts. Therefore, the study examines how blended learning can improve the literary competence of English language major students and strengthen their professional preparedness.

Analysis of literature on the topic. Developing literary competence in students of English language majors has been widely discussed in educational research, as it encompasses multiple skills such as comprehension, analysis, interpretation, critical evaluation, and reader-response abilities. According to Brookfield [1], literary competence is a complex construct that enables learners to engage deeply with literary texts and understand their semantic, stylistic, and cultural contexts. As Dewey [2] noted traditional classroom methods, while effective in providing structured instruction, often fall short in stimulating student engagement or promoting autonomous and critical thinking, which are essential for interpreting literary works.

Recent research emphasizes the potential of blended learning methodologies in addressing these limitations. According to Kolb [3] blended learning combines conventional face-to-face instruction with digital technologies, interactive online tasks, and multimedia resources, creating an active, flexible, and learner-centered environment. Studies show that such integration enhances students' motivation, participation, and analytical skills, allowing them to interpret literary texts more critically and respond creatively.

Furthermore, scholars highlight the importance of using authentic literary materials within blended learning environments. Schon [4] notes that combining digital tools with real literary texts helps students develop cultural-contextual awareness and interpretive competence, which are key components of literary competence. Vygotsky [5] adds that collaborative online activities, discussion forums, and digital storytelling tasks encourage reflection, communication, and cooperative learning, thereby fostering a deeper understanding of literature.

Overall, the literature indicates that a well-designed blended learning approach provides an effective framework for enhancing literary competence. It not only develops students' critical and analytical abilities but also prepares them for professional practice as future English teachers. As Makhmudova [6] mentioned integrating traditional and digital teaching methods, blended learning addresses the challenges of modern education, making the study of literature more engaging, interactive, and meaningful for students.

Research Method. This study employed a mixed-methods research design, integrating qualitative and quantitative approaches to examine the effectiveness of blended learning technology in developing the literary competence of English language major students. The methodological framework was grounded in the principles of competence-based education and aligned with the proficiency descriptors of the

Common European Framework of Reference for Languages (CEFR).

Participants. The research was conducted at a higher education institution, and the participants consisted of 130 undergraduate students majoring in English language studies. All participants were enrolled in an English language and literature program aimed at preparing future English teachers and language specialists.

Data Collection Tools. To collect data, the following tools were utilized:

Diagnostic tests to determine the initial level of students' literary competence before the blended learning intervention.

Achievement tests to measure changes in students' literary competence after the instructional intervention.

Analytic assessment rubric to evaluate linguistic, interpretive, contextual, and reader-response competencies.

Classroom observation checklist to identify students' engagement and participation during the learning process.

Student portfolios to track the development of literary competence through reflective and analytical tasks.

Procedure: The research was carried out in three main stages:

1. **Preparatory Stage:** At this stage, all research instruments and teaching resources were carefully designed and tested for reliability. The 130 English language major students were oriented to the study objectives, and instructors were trained in innovative methods to develop literary competence, including techniques for analyzing, interpreting, and responding to texts critically.

2. **Formative Stage:** In this phase, students actively engaged in lessons designed to enhance their literary understanding and interpretive skills. Activities included analyzing texts for thematic depth, exploring characters' motivations, composing reflective responses, and participating in group discussions and collaborative projects. Instruction was adapted to students' initial abilities, promoting critical thinking, contextual interpretation, and creative engagement with literature, while teachers provided ongoing guidance and support to reinforce learning outcomes.

3. **Evaluative Stage:** Students' literary competence was reassessed using the same tools from the preparatory phase. Results from the experimental and control groups were analyzed to measure the effectiveness of the methodology, highlighting improvements in interpretive, contextual, and creative skills.

Quantitative data from pre- and post-tests were analyzed using descriptive and inferential statistics to evaluate the improvement in students' literary competence and to compare results between the experimental and control groups.

Qualitative data from interviews, reflective journals, and classroom observations were analyzed thematically to identify trends in students' interpretive and creative responses, challenges encountered, and teachers' reflections. This mixed-methods approach provided a thorough understanding of how blended learning enhances literary competence, while integrating established pedagogical insights ensured both academic rigor and contextual relevance.

Analysis and Results. The study examined the development of literary competence in English language major students using a mixed-methods approach that combined qualitative and quantitative data. The analysis aimed to evaluate how blended learning and interactive literary activities influence students' interpretive, contextual, and creative skills.

Data were collected through pre- and post-tests, diagnostic tasks, reflective journals, interviews, and classroom observations involving both experimental and control groups.

Initial diagnostic assessments indicated that, although students possessed solid language abilities, many struggled with critical interpretation, contextual analysis, and creative engagement with literary texts. These results align with previous studies suggesting that higher-order literary skills require targeted instructional strategies.

During the intervention, the experimental group engaged in lessons incorporating individualized and interactive approaches, including differentiated reading and analysis tasks, creative writing exercises, collaborative projects, literary simulations, and reflective journal activities. The control group followed conventional instruction without such targeted interventions.

Comparative analysis demonstrated notable gains in the experimental group's interpretive and creative skills. Post-intervention assessments revealed enhanced abilities to analyze themes, evaluate characters, and produce coherent, contextually appropriate literary responses. Surveys indicated that 82% of students in the experimental group reported increased confidence in literary analysis, compared to 45% in the control group.

Thematic analysis of journals and interviews highlighted a strong link between reflective practice and literary competence. Students who regularly engaged in structured reflection exhibited improvements in discourse organization, contextual understanding, and creative application. Teacher observations confirmed that the individualized literary strategies fostered active participation, critical thinking, and responsiveness to complex texts.

Analysis of reflective journals revealed a developmental progression from simple text summaries to analytical interpretation and eventually to creative synthesis

and literary transformation, consistent with experiential and reflective learning theories.

Overall, the findings indicate that integrating individualized, interactive, and reflective approaches significantly enhances literary competence in English language major students. The study underscores the importance of embedding structured literary and reflective activities into the curriculum to cultivate advanced analytical, interpretive, and creative skills. Future research could explore the long-term impact of these interventions on advanced literary study and professional practice.

Conclusion. The findings of this study indicate that individualized and interactive teaching significantly supports the development of literary competence in students majoring in English. According to Norqo'ziyeva [7] addressing learners' personal interests, language proficiency, and cognitive preferences, such approaches foster a learner-centered environment that promotes active engagement. Pardayeva [8] notes that tailored instruction encourages deeper analytical thinking, enhances creative interaction with texts, and builds students' confidence in interpreting and producing literary works key elements for mastering critical and contextual literary skills.

Additionally, the study shows that combining collaborative projects, reflective exercises, interactive reading and writing tasks, and authentic literary experiences effectively strengthens interpretive, contextual, and creative abilities. As Djurayeva [9] pointed out given the multidimensional nature of literary competence, instructional models that emphasize active participation, structured reflection, and ongoing feedback are essential. Overall, individualized literary instruction not only improves language skills but also cultivates higher-order thinking, reflective practice, and the capacity to engage thoughtfully and creatively with diverse texts.

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